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"ROLE DISTANCE, IDENTITY AND SELF"

A pilot study among white teachers in State schools

A dissertation
presented in Fulfilment
of the requirements for the Degree of

MASTER OF EDUCATION

by

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I N T R O D U C T I O N A N D A B S T R A C T

In the face of negative criticism from the neo-Marxists' school of sociological analysis, Hargreaves (1981) suggested that the ethnographers should adopt what he termed a 'split-level' model. This approach entailed a close scrutiny of societal controls and structures in which education took place so as to give meaning to the 'situational structures' where teachers and pupils interacted in classrooms. He advocated that ethnographers locate their work within some context.

This investigation will follow Hargreaves' advice but the model will be modified somewhat. There will be a focus upon the 'structural societal relations'; this focus will also encompass an investigation of the saturation of these relations by an ideology which permeates the provision of education.

The proposed modification of Hargreaves' model happens where the shift from 'societal structures' to 'situational structures' occurs. The writer proposes that an intermediate stage needs to be inserted, at the level of the school, as a mediating agency of the structural relations.

From this intermediate stage the shift to the situational context is not too great; it is here within the interactional environment that the writer will apply Goffman's model of 'Role Distance' to assist in the analysis of the situational context within which teachers function. These several areas of focus are not seen by the writer as

being isolated from each other, but rather to be inextricably linked together. By scrutinizing one area we can, in some measure, grow to understand the complex relationships between them all.

Because of the complexities involved in attempting a synthesis between the 'structural, societal relationships' and the 'situational context', there arose the need to develop a model which would show the relationships in a dynamic way rather than in a fixed position.

There also arose the need to incorporate Goffman's notion of 'role distance' which seemed to operate in areas so remote from the social and political contexts, yet which appeared to the writer to be closely related to both.

The model (Fig. 1) as developed presents a completed circle which is overlapped by two incomplete circles. The upper and lower circles are incomplete because in both primary influences, namely ideology and the genetic potential, are indeterminate in that they occur beyond man's ultimate control. We tend to use and change these two categories as we receive them and through interaction with the inner circle where institutions are encountered. Here within the complete circle both ideology and the self meet and both are changed through the mediation of roles which operate with statuses.

Within the upper incomplete circle power and economics are found. They are placed in their respective positions because of the way ideology influences their direction within the structural realities we experience. They in turn are mediated through bureaucratic processes and hierarchical structures, found in the area of overlap between the completed and upper incomplete circle.

It is the writer's contention that social institutions which become legitimated (Berger and Luckmann, 1966) tend to mediate and re-present ideologies within the situational context where statuses and roles are assumed, and where role expectations oil the social interaction.

Located here, too, is identity which, being a social construct, relies upon the concepts of attachment and commitment for their ultimate expression. In the area of overlap between the completed circle and the lower incomplete circle personality/character is located. These categories are closely associated with concepts of the self.

The areas of overlap constitute an interface which is constantly in a state of flux and negotiation. The model represents an attempt to show the relationship between micro and macro levels of reality and how that the description of one implies, by necessity, an understanding of the other.

Chapter One will attempt a description of the upper incomplete circle and its intrusion into the centre circle. Chapter Two will look at the inner circle using the concept of status, while Chapter Three will attempt to link the inner circle with the lower incomplete circle.

The remaining chapters will be devoted to a preliminary investigation of these relationships.

A characteristic which dominates the upper incomplete circle is that it relates to the past redolent of tradition, custom and history, the repository of man's ongoing development. A feature of the lower

incomplete circle is its present orientation. Most lives are lived in the present-future as individuals seek 'self-actualization'. The complete circle is seen as an area where these two orientations meet in the present and because of their respective biases they tend to create conflict. Bureaucratic processes are attempts to avoid conflict and 'manage' change, which is another dynamic aspect of the situational context where reality is experienced where the self is active (expressive) and acted upon (impressive). Hence, roles change, identity shifts as the dynamics of change work at all three levels, the pace varying within each level. The direction? Perhaps the answer lies in how deeply the ideology becomes embedded within the self, representing the polarities of the model. Giroux (1981:317) says,

"Ideology as second nature is history congealed into habit, rooted in the very structure of needs. Thus ideology not only shapes consciousness but also reaches into the depths of personality and reinforces through the patterns and routines of everyday life, needs that limit 'the free self activity of social individuals and their qualitatively many sided system of needs'." (Heller, 1974, p.104)

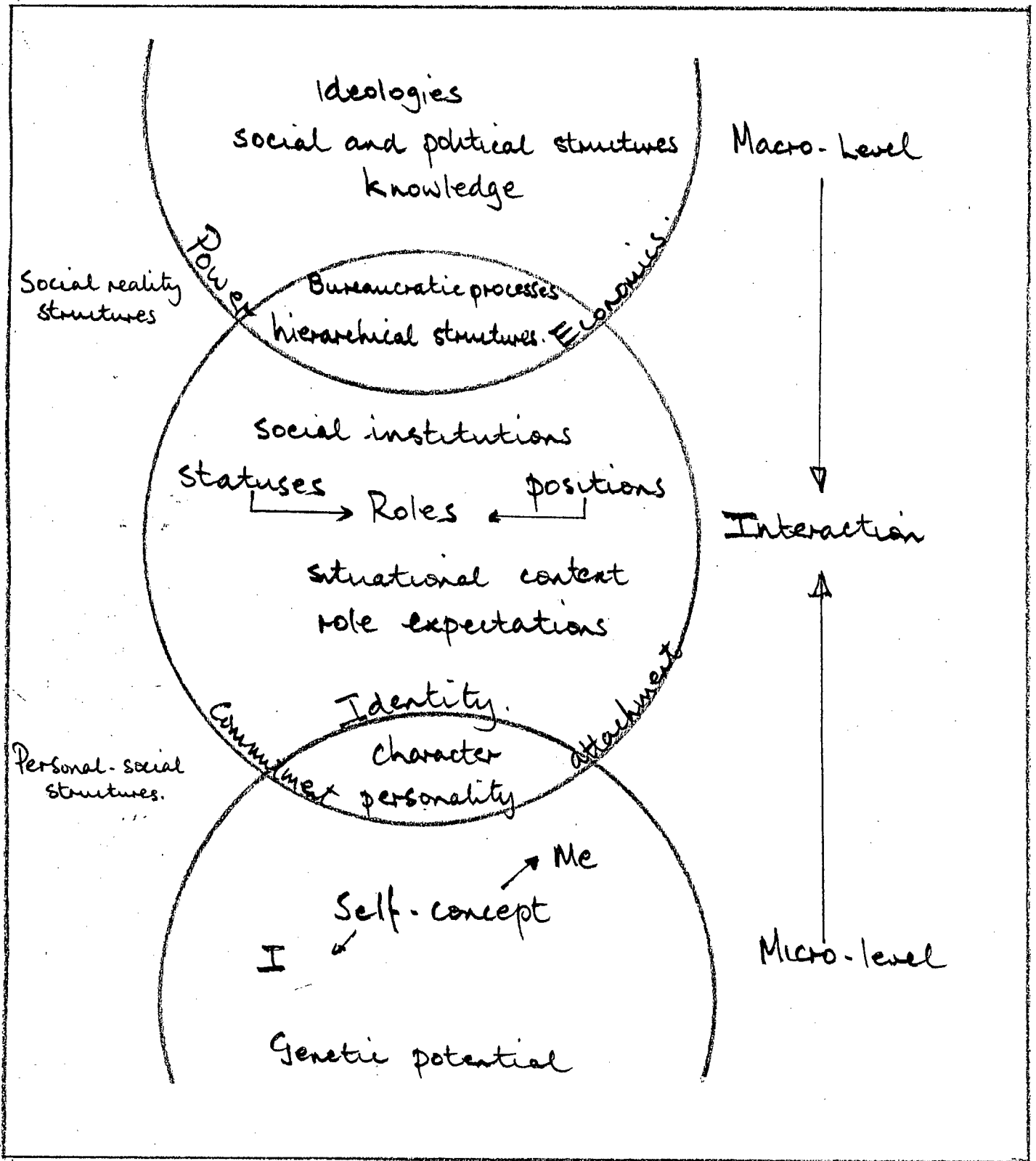
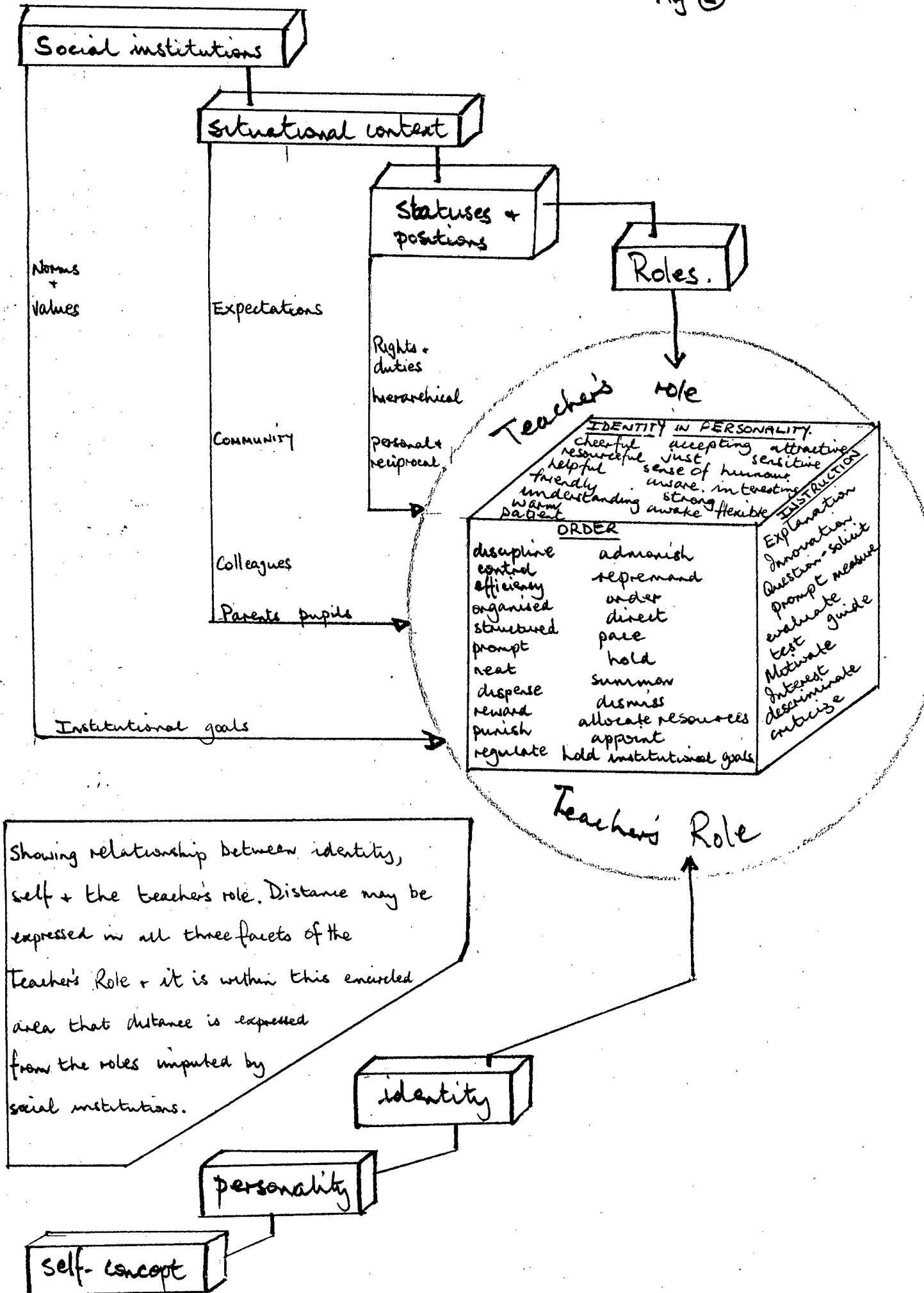


FIG. ① MODEL ILLUSTRATING ASPECTS BEING INVESTIGATED
FOR ROLE, DISTANCE IDENTITY + SELF.

Fig ②



CHAPTER ONE

INTRODUCTION

Once teachers become socialized into the culture of the school and become absorbed within the 'tasks to hand', there appears to be little time to reflect upon educational theory or ideology. Researchers within both the interactionists' and positivists' persuasion both tend to agree that the activities of teachers and the pressures under which they work create situations in which strategies are developed to deal with the immediate. As Pollard (1983:42) states,

"What is at risk is not only the teacher's physical, mental and nervous safety and wellbeing, but also his continuance in professional life, his future prospects, his professional identity, his way of life, his status, his self-esteem."

This immediate world of the teacher also creates a dichotomy between theory and practice where practising teachers tend to disparage first year teachers and their concern with educational theory. These practising teachers have come to experience the immediate as described by Goffman (1961:117) where

"...he uses whatever means are to hand to introduce a margin of freedom ... between himself and the self virtually available for him in the situation."

This urgency, generated by the practical reality has a distorting

effect upon teacher education courses, where student teachers, returning from practice teaching, tend to treat theoretical courses as being mostly irrelevant to their future needs. Pollard (1983:42) notices that

"In this context, thrown up by the material realities of schooling, instruction and maintenance of order are important primarily because of the way in which they enable direct self-interest to be satisfied and only secondarily because they may be what teachers are ostensibly paid to do."

The classroom is often perceived as being an insulated and isolated world for both teachers and pupils, with very little contact with the realities outside the school. Delamont and Hamilton (1984:21) see a need for teachers to be aware that

"...any description of classroom activities that cannot be related to the social structure and cultures of society is a conservative description."

This investigation will attempt to show that what teachers do in classrooms, the way they feel about their profession, the way they seek identity within the bureaucratic order of the school, the way they seek to express a 'self', is all intimately tied in with the pervading political-educational ideology that informs the education provision in South Africa.

The writer does not subscribe to the view that teachers think and act in a way that is hegemonically determined by a covert and pernicious ideology; nor does the writer wish to accuse teachers of being the mere servants of a particular monolithic ideology whether it be liberal, conservative or liberationist. There will be the suggestion that there exists a great variety of responses by teachers to the

present ideology, and also that within this variety there exists a definite limit of response, and there are indications that beyond these perceived limits lie responses which would be viewed as decidedly subversive of the social order, whether it be in liberal or conservative directions.

There appears, therefore, to be more than one reality among Afrikaans- and English-speaking teachers in South Africa, and yet these many realities, at their most deepest levels of consciousness, appear to most teachers as the only normal natural ways of going about the many tasks associated with teaching. Also, within most schools, the range of activities associated with teaching and schooling appears to be restricted to a severely narrow range when compared with the range of alternative models available in research literature.

The way in which the dominant versions of reality become fixed in practice is complex, but this complexity need not deter teachers from seeking out the reality structures which shape their practice and hence their reality in which the 'self' seeks expression.

This process in which dominant versions of reality become deeply sedimented into an individual's consciousness, pegs out the limits of what is ultimately accepted as the boundaries of commonsense practice. It is this process that seems to retard investigation, because any practice other than the one in current use is regarded with deep suspicion and often with hostility. In a very absorbing and thought-provoking research project, Hargreaves (1984:311) reveals how, at a staff meeting concerning itself with curriculum development, the opposing reality is contrasted and disparaged in humorous terms by the

headmaster. The staff follow his lead. Hargreaves shows that

"Like much routine staffroom humour, this serves to neutralise the threats presented by alternative practices and thus implicitly reaffirms the teachers' broadly shared existing conceptions of good versus bad teaching."

What this research shows, too, is that those who occupy decisive positions of power, tend to use their positions to impose the traditional concepts or reality structures on those who are under their authority. Duane's experience at Risinghill is a telling example of how the reality structures can be enforced. Berg (1968). These processes within schools go beyond the staffroom and its legitimation of what constitutes 'good' teaching. Berger and Luckmann (1981:141) regard this process as crucial for individuals because

"When a particular definition of reality comes to be attached to a concrete power interest, it may be called an ideology."

Clearly, teachers cannot ignore this process whereby particular definitions of reality are translated into assumptions about teaching and schooling. Apple (1981:159) gives a clear picture of the 'gap' that exists between teacher practice and "a critical and coherent theory of the social order". He states that

"The conceptual rules we employ to define our situations, that we use to design our schools and select the traditions that are to be preserved and distributed by them, show a signal neglect of critical appraisals. To overcome this neglect, we require a critical and coherent theory of the social order in which we live. But this is exactly the point. For not only have we failed to situate the knowledge we teach, the schools we help maintain and ourselves back into the structural relations of which they are a part, we have misrecognised the differential benefits of these basic structures themselves."

Lacking a cohesive and integrating theory regarding the effects of ideology upon education policy, teachers appear to remain inert to the profound effects of political and economic changes in South Africa over the past decade. One of the reasons for this apparent inertia could be the need to develop coping strategies as mentioned earlier. Another reason could be the fact that new data is always interpreted in the light of those ideas available to us within the ambit of those definitions of reality which combine with our own practice and knowledge. This taken-for-granted stance is shown by Berger and Luckmann (1981:58) to be part of an unreflective attitude. They state that

"The validity of (our) knowledge of everyday life is taken for granted by (ourselves) until further notice, that is until a problem arises that cannot be solved in terms of it. As long as (our) knowledge works satisfactorily, (we) are generally ready to suspend doubts about it."

To move outside these structures is difficult and yet if teachers are going to make some meaning out of their reality, they will have to move beyond mere comment and opinion. The effect of this unreflective stance is to produce a sense of fragmentation and helplessness in individual teachers, many of whom regard themselves as being 'marginal'; they are not fully integrated within the work place. Their personal and political allegiances prevent them from seeking an identity within the bureaucracy set up for what they regard as a distorted ideology. On a collective level the profession finds itself needing to articulate some statement of philosophy (Appendix I). These statements also need to be translated into what Apple refers to as a "critical and coherent theory of the social order in which we live" (p.5).

At another level the problem is accentuated when great changes do take place; teachers then find themselves without the reflective experience to draw from and the critical moment passes by without the necessary innovation being born. Lacking a clear sense of "sociological imagination" (Mills 1959), many English-speaking teachers and their Afrikaans-speaking colleagues will find themselves being carried along by ineffectual changes made on their behalf by politicians.

We need, therefore, to situate classroom knowledge and the activities which flow from this knowledge within the larger framework of the structural relationships located within our South African society. Any attempt to explain the functions of an institution within a given social structure, will have to establish quite clearly the subjective meanings of the acting individuals whose multiple relationships constitute that meaning. These subjective meanings find their beginnings when we internalize objects and human relationships, and this reality appears to maintain itself by being realised in practices which become routinized within institutions.

These subjective meanings appear to spring from three closely related facets of our lived reality, that of economics, status and power. These three realities impinge upon the world of education. One way of attempting to understand the subjective meanings we derive from the social structures about us would be to enquire as to how these three observable relational realities are affiliated to the dominant educational ideology which informs the provision of education in South Africa. This paper will not scrutinize the history of, nor the

doctrinal bases for, nor the contradictions of, Christian National Education. Clearly its presence necessitates some careful explication of how its influence affects the subjective meanings of economics, status and power as they apply to education.

ECONOMICS AND EDUCATION

The economic forces have moved South Africa beyond its infant stage of development, but these forces do not seem to have been able to take our society beyond the influence of its ideological inheritance. Today it appears as if ideology has become less of an immediate necessity; but the authoritarian structures still remain intact as economic necessity forces the ideological stance to seek a broader base for its legitimacy. Van Zyl Slabbert and Opland (1980:102) believe that

"There are forces in economic growth that call the traditional framework of racial domination into question ... producing we shall discover a crisis of hegemony. Important groups in the economy become less identified with the racial order ... these businessmen no longer require or demand the elaboration of the labour repressive apparatus."

These changes in the social, political and economic structures seem to have left education within a time lag. Schools, being conservative institutions, are still caught within the powerful ideological myths of the past and their slowness in response can be attributed to their being controlled by a highly centralized bureaucracy. The de Lange Commission (1981:39) reports that

"In many cases it was found that a tendency toward bureaucratization in the field of curriculum investigation. In one particular system, bureaucratization was such that it is almost

impossible in practice to carry out any proposals involving innovation."

Education does not take place in a vacuum, it is never value free or neutral. Once the state has taken control of the knowledge producing, processing and preserving sectors of a country or community, it is strategically in a position of being able to enhance the ideological dominance of one group over another. This appears to be the case in South Africa.

The provision of education in South Africa, from pre-primary to tertiary levels, is encapsulated within a particular social and economic context. This encapsulation process is built up over a period of time and in complex ways, informs the day to day encounters between various groups. This complexity is captured by Williams (1961:119-120) when he explains that

"The pattern of meanings and values through which people conduct their whole lives can be seen for a time as autonomous, and evolving within its own terms; but it is quite unreal to separate this pattern from the precise political and economic system, which can extend its influence into the most unexpected regions of feeling and behaviour.

The common prescription of education, as the key to change, ignores the fact that the form and content of education are affected and, in some cases, determined by the actual systems of (political) decisions and (economic) maintenance."

It is in these "unexpected regions of feeling and behaviour" mentioned by Williams, where people experience most closely the effects of the economic and political complexities in South Africa. The categories of status, economics and power are deeply embedded within the ideology of separation and group identity adhered to by those who hold political power and all three categories are used to maintain and control the prevailing social structures within which education is

provided. Economic power and control are deeply embedded and inter-connected with cultural power and status, because, in the final analysis, the one legitimates the functional legitimacy and instrumental value of the other.

A complete critique of capitalism as an economic and political system would not be appropriate to this investigation since, although the Republican government's rhetoric pays lip service to the free market system, its monopolistic control of key sectors in the economy denies the reality of such a system. The evidence of authoritarian bureaucratized systems prevail in most sectors of the economy.

Despite the active presence of government agencies in the market place and even perhaps because of its presence, the contradictions of capitalism still affect fiscal policy.

South Africa is moving into a period of economic intensification as commercial farming is replaced by capitalist agriculture. This transition, coupled with the influx of industrial capital, forces the government to create a vast bureaucracy to control the provision of labour based upon its racial policies, which reflect its ideology.

Van Zyl Slabbert and Opland (1980:105) see this tendency as ominous in terms of the future. They see that

"The bureaucrats who administer the racial state, who monitor and control the lives of black workers (and white), do not easily wither away; nor do the police and the military; nor the public employees who come to work under 'civilized labour policies', nor the politicians who sit atop the racial state apparatus and whose survival depends upon white domination."

The ramifications of this economic intensification must not go unnoticed, if only because it holds a certain irony. In order to

sustain economic growth, skilled manpower is needed. But this is not forthcoming due to years of unequal education provision among the coloured and black population groups in South Africa. This neglect has had its roots in an ideology that saw its non-European population as having an economic destiny other than that of the white population.

As industrialization gathers momentum so does the process of urbanization and all the implications of such a demographic shift.

The de Lange Commission (1981:71) was aware of this reality when they indicated

"It is clear that as industrialization and the accompanying urbanization develop further, the demand for education in the RSA will change in increase accordingly ... In the RSA all population groups are to a greater or lesser degree guilty of having unreal expectations of education ... this greatly contributes to the formal education system of being unable to satisfy the expectations held of it."

This Commission's report indicates, among other things, that should parity in salaries be granted to all population groups by 1990 and should all teachers achieve comparable qualifications, the state would not be in a position to meet such a wage bill, apart from the provision of physical amenities demanded by such parity. This reality, based upon economic expectations, and projected into the future, cannot be ignored for the following reasons :

With the period of intensification in industrialization and urbanization, there is a greater need for the division of labour and with the availability of surplus capital certain individuals and groups tend to engage in activities not directly associated with the production of economic goods. In South Africa, with its plethora of bureaucracies, there has been a marked shift from employment in the

industrial sector to the service sectors, which in turn demand specialization. These specialized services are crucial as well as costly and the state is pressed to increase its spending to meet rising expectations. To sustain growth, the state must also provide social services and an infrastructure dependent upon health, education and welfare. This provision is usually on an escalating scale because of population growth. With economic growth comes inflation and the fiscal response is to reduce the money supply. This hurts certain key industries like building and construction, which has a ripple effect throughout the economy and productive sectors, which places strain on available money and forces interest rates up. Another palliative, to cure the inflation problem, is to deflate the economy by curbs on government spending. Deflation leads to unemployment which tends to become socially and politically unacceptable.

The first to become unemployed are the unskilled workers who see, in their plight, and as a cause of their problem, their lack of education, and hence the unrealistic expectations of education processes. Deflation and budgetary cuts soon affect teaching as fewer funds and resources are allocated to education. Recruitment of teachers becomes difficult under these conditions as other occupations provide more scope for personal advancement and remuneration.

This problem in South Africa is exacerbated by the declining birth-rates among whites with a rising birth-rate among other population groups. With the plea for the allocation of education resources to be made on a more equitable basis, the educational scenario, driven by economic reality, may very well be very different in the future, where white teachers will be unemployed or teaching

children of another race group.

This brief excursion into economics and population growth gives rise to an important question: Can the present system of education, based upon reality structures which are saturated with an ideology of privilege and separateness, supply teachers in sufficient numbers who will display sufficient flexibility and understanding to accept the economic shifts that accompany the demographics and social changes that are put upon us?

Education in South Africa is seen mostly as being instrumental, that is, it is geared to the pursuit of certification as a means of gaining entry into the job market or university. Once again, the de Lange Commission's (1981:31) findings in this area are of value. They found that

"The accent is therefore on preparatory academic education up to Std. 10 level, even for many who do not continue with academic study. The result is that a large part of the white population enters the world of work without adequate vocational qualifications, skills or appropriate value systems."

In many ways this statement reflects quite accurately what teachers mostly concern themselves with. Their failure to meet the demands of commerce and industry is testimony to the fact that teachers see themselves in relation to the academic and moral objectives and not in the category of vocational educationists. They do, however, suffer the charge of being paid for a service they do not provide adequately. The provision of education, the payment for education are intimately linked together and if you tamper with the one you invariably tamper with the other. De Lange Commission (1981:29), quoting a report

submitted to them, state that

"The introduction of a universal, free, compulsory education system up to secondary level, as some demand, demands a high growth rate. Without this growth rate such an educational policy is a road to disaster."

Economic growth should serve the interests of a country as a whole and this interest is also seen in the development of an effective education system. This economic nexus is but one of the three facets of a plurality of experience in which teachers find themselves, and each teacher needs to look closely as to how this reality reaches into the practice in classrooms and the way they express a 'self'. Dale (1976:1) says that

"Schooling is not just one among the social institutions which contribute to the perpetuation of the capitalist mode of production, it is arguably the most important."

This economic structure is very real and most of its processes are taken for granted, particularly the function of education within this structure. A deeper understanding of these processes and the way they penetrate these "unexpected regions of feeling and behaviour" need to be examined in relation to our perception of power as well as that of economics.

Before the complexities of power relationships are looked at, one further observation concerning economic realities: Today we hear much about 'equal pay for equal work', particularly from civil servants and other state agencies of which education forms a part. This situation can only occur where wages are fixed arbitrarily, outside the play of market forces. In an effort to protect vested interests a 'skill threshold' is created, a process of controlled

certification. In this way a seemingly disadvantaged group find it difficult to cross the created threshold to privileged positions enjoying economic advantage. These procedures tend to perpetuate artificial shortages and support artificially created groups who demand high salaries.

POWER AND EDUCATION

Economics has been touched upon in an attempt to present some idea as to the importance society and the educational institutions should attach to this aspect of the societal structures in which they find themselves. Wealth appears to many as a symbol of both power and status because most are aware that to possess power enables one to have access to wealth. Status as a concept seems to derive fuller meaning as it relates to the complex configurations of institutional roles. Thus, a consideration of status will be dealt with more fully as a category of reality structures, when situational context of schooling is considered.

Bell (1978:264) sees an interesting connection between status, economics and power. He maintains that the outcomes of competition between individuals are the disparate degrees of status, income and authority. But he makes some distinctions between these :

"I define the outcomes (of competition between individuals) as income, status and authority; and thus I distinguish normatively between authority and power: Authority is a competence based upon skill, learning etc., and it is a functional component of institutional position. Power is the ability to command which is backed up explicitly and implicitly by force. In a society, power can be legitimately exercised by a government to maintain security and order; but

within a society one seeks to reduce power (coercion) and expand authority."

If power arises from competition between individuals, as Bell suggests here, the power will be unequally distributed throughout society.

This inequality of power distribution seems to be endemic within most societies, but what appears to sustain such inequalities in a capitalistic economy are the institutions within such a system. In a technologically oriented society, knowledge being a scarce resource, is highly valued. Those who possess knowledge of a valued sort, usually have access to power.

Althusser (1971) and Giroux (1981) and Gramsci (1976) argue that ideological forces controlled by those in power are used to maintain their power positions. These models of political, social control have been criticized for being too deterministic, that they leave little or no room for personal idiosyncrasy, such as Willis (1975, 1977, 1978) found. He saw how effectively the school ideology was subverted by the working class lads' sub-cultural affiliations. Willis' lads reveal that at least they can escape the thrust of ideology, if only to be absorbed into the ideology of a sub-culture.

The tools of analysis provided by the neo-Marxists cannot be undervalued nor their insights ignored, yet it appears that very often the most potent forms of ideology are neutralized by the unexpected and often creative responses from individuals within society. It would also be a serious mistake to under-estimate the dulling effect of a capitalism's ideological thrust and the arguments for a meritocratic order. It would seem that the link between education and the economic order is mirrored by the link between knowledge and

power.

Both Bernstein (1971) and Bourdieu (1977) see ideological control as part of a process of symbolic domination. Olsen (1981:227) notes the part played by ideology in this process. He argues that

"... these codes and agendas in largely mirroring middle and ruling class values, both weaken and deny the life world expressions of the under-classes in society. In other words, the fit between class background and school expectation ensures that one form of knowledge will be counted as valid, and the clearly understood practices of the school will be to invalidate working class speech and by implication knowledge."

Bernstein (1971) sees this symbolic control as a logic for determining which children are streamed (tracked). This process implies that power is found in the symbolic domination of one group over another. When we apply this insight to the education system in South Africa we can see clearly the connection between language and power and why it is that the 1976 disturbances originated over the dissatisfaction expressed by black students at having to learn, using a language they perceived as a symbol of their subjection. The use of a language as a means of symbolic domination is not lost upon the Afrikaner. His struggle for identity and status and power is closely linked with his struggle for his own language in which to express his symbolic universe. That struggle is still with us today as language teachers from each language group encounter resistance when teaching children from language groups different to their own. This aspect of education provision is made more complex by the multi-racial nature of South Africa. If knowledge, which is acquired through access to a linguistic symbolic code, is also a means to power, then a country like South Africa will experience long periods of gross inequality,

and by implications a period of protracted conflict. Olsen (1981:227) commenting on Bourdieu's contribution to educational thought says that

"Bourdieu rejects both rigid reproductionists' models of cultural domination and liberal idealists' conceptions of the neutrality of schools. Instead, Bourdieu argues for the relative independence and autonomy of schools from economic, social and state apparatuses; he stresses that they embody arenas in which cultural capital is transmitted; they are a 'habitas' in which value formation occurs."

This 'habitas' as a store of 'cultural capital' is accessible to those who are in possession of the symbolic code in which the 'habitas' is found.

This insight leads to discovering how power is used to legitimate socio-economic relations, in which the school plays an important role. Bourdieu and Posserson (1977:5) show the relationship between power and symbolic domination when they say that

"Symbolic manipulation is an important tool for exercising power, since symbols form the basis for behaviour, the powerful can use particular symbols to elicit the desired behaviour of others. The powerful can also determine which symbols are legitimate - namely those that support their own power."

Teachers in South Africa tend to focus upon achievement and socialization traditions. They appear to do this effectively and uncritically. Labels such as over-achiever, under-achiever, dull-normal, gifted, are all used to give credence to their practice and to legitimate the kinds of knowledge they transmit.

This process of selection and labelling creates situations in which

certain groups are able to continue to dominate other groups. What is taught is considered legitimate knowledge and has currency. Technical language, which purports to be value-free, is used to allocate people to various categories and very often their destinies in the economic world, where inequalities have thus been allocated rather than arising through competition.

The manipulation of symbolic worlds is a potent means of control. Lauer and Handel (1983:181) seem to warn that

"Every power which manages to impose meaning and to impose them as legitimate by concealing power relations which are at the basis of its force, adds its own specifically symbolic force to those power relations."

Few teachers ponder this reality; the realization that they have power over individuals by virtue of their social function. Also, because of the legitimate power differential that exists in their position, they define the situation for the children they teach. Moreover, they are compelled to grade and process both children and knowledge, and both aspects of this process allow the teacher to impose the subtleties of an ideology caught in the intended and unintended curriculum. This is not always obvious. Apple (1981:146) believes that this misrecognition is unfortunate and that

"... this recognition is rather difficult to come by ... a major reason is the manner in which such expertise functions. It is ideological. It does provide a working definition of a complex situation ... while ongoingly recreating structurally-based inequalities in knowledge and power at the same time."

As teachers attempt to give meaning to their day-to-day experience, they are of necessity caught up in the process of justifying the

social structures of which they are a part. By understanding how power is used to replicate the social relations that already exist, teachers will be able to see why it is that those who have access to cultural capital tend also to have access to economic capital. It is at an interactional level where these structures are most keenly felt, in the 'face to face' situations.

The ethnographers focused upon the classroom situation while the sociologists scanned the political, economic and power horizons. What was needed was both focus and scanning and the ability to see the dialectical relationships, where individuals create and re-create new definitions of situations in the light of what they interpret as giving meaning to the 'self'.

Berger and Luckmann (1971:41) caution us that

"When a particular definition of reality comes to be attached to a concrete power interest, it may be called an ideology."

When a close examination is made of the objectives model of curricula as prescribed and practised by most education authorities in South Africa, we are aware immediately of a particular definition of reality being advocated. That definition of reality is the official one and it is excessively authoritarian. This authoritarian stance allows for little debate, renewal or innovation. The de Lange Commission (1981:89) found that

"Within the system, control over almost every important educational decision lies at the departmental level ... there is little decentralization of authority in terms of decision making in the existing systems."

This power structure, shot through with authoritarianism, filters from the highest echelons of the bureaucracy and is replicated all the way through the education system, where at Std. IV level, prefect material is selected and submitted to leadership training! The use of power to reproduce inequality without reflection is continued with the children's interests at heart.

This state of affairs is also practised on a macro level, as Hunter (1978:17) points out :

"The school system facilitates social control of the majority by the minority through differential access to educational resources and opportunities, through a curriculum which propagates the values of the minority, and through a denial of a chance for the majority to participate in decision-making about education."

These structural realities may be hidden from many teachers and perhaps at best many perceive them but are unable to articulate them. For many these structures become realities when alarm is expressed about first year university failure rates, or commerce's lament about the poor products the schools turn out and their need to re-train them or, as some express it, to 'de-skill' them.

The reality of this structure also becomes readily seen where teachers begin to see themselves as little more than information processors, processing facts from syllabus-based texts that have to be completed at all costs. The de Lange Commission (1981:42) reported that

"... teachers do not often deviate from the syllabus (not even in cases where they disagree with the contents). The position is aggravated if a textbook exists which has been compiled in strict accordance with the syllabus. In such a case the textbook is followed slavishly."

No reasons are given as to why teachers behave in this way. One

reason could be that what is in the syllabus is what is tested, and what is tested counts for marks or grades, and these are used to achieve a pass to a higher standard so as to avoid the twentieth century child nightmare - to fail.

Thus knowledge of the syllabus is given as the only valid knowledge because it is legitimated through a process of certification which bears the impress of officialdom. More than this is that this process has profound power over one's social status and ultimately one's self-esteem. Another reason could be the notion that if you cannot test it, it has not been learnt. Most often than not teachers find themselves powerless to be able to articulate an alternative model of curricululating, even where they know that one exists.

No-one happily calls into question their own experience especially where there exists a clear continuity between past and present and the present is presented as being unproblematical. Teachers seem to have a fixed model of how teachers ought to behave in classrooms, learnt through their own lengthy sojourn in classrooms.

To change would involve a reconceptualization of the function of schools in society. This society is deeply divided and the role of the teacher within the power relationships is problematical because these relationships appear to shift as the economic realities make the dominant ideology less viable, and the future less certain.

SUMMARY

The writer has attempted to show what happens in classrooms cannot be isolated from the dominant ideological stance advocated by those who

use power and economics for the provision of education. The assumptions teachers make about teaching and learning are rooted in their respective social worlds. These assumptions are based upon the dominant versions of reality which map out the boundaries of common sense. This state of unreflectiveness concerning the ideological thrust creates a state of unease where the Self is unable to find expression. Economics plays a vital role in determining the educational context as does power and both these aspects of our lived reality will continue to have an important influence in the direction and pace of change in education. The De Lange Commission's findings serve as an apt reminder of the fact that educators have to some extent abdicated their roles as agents of change as they adhere to models of teaching and curriculating that no longer meet the needs of a changing society.

CHAPTER TWO

EDUCATION AND STATUS

Someone once stated that ideology needs to be close to the 'social centre of gravity'. The notion of status and its relationship to economics and power seems to provide a useful vehicle for conveying the complexities which inhere at this 'social centre of gravity' especially as it pertains to social institutions like schools.

Sarason (1982) saw a close relationship between status and power and he shows that professionalism has to do with both dimensions of our lived reality. He suggests that professionalism is usually sought so that others outside the profession cannot have anyone else tell you how to go about your work. In so many ways one could view the recent moves by the advocates of Fundamental Pedagogics to elevate teaching to a 'science' as a case in point. The more obscure or scientific their theory of education became, the greater their claim to status and exclusivity by way of professionalisation. Sarason (1982:275) tells us that "it is unprofessional to allow others who do not possess our knowledge and skill to determine our actions".

Any approach to the idea of status seems to include some aspects of professionalisation. There are probably as many ideas as to what constitutes professionalisation as there are teachers. What is regarded as professional and unprofessional would seem to cover a wide range of conduct, whether of deviance or conformity, within the ambit of education. At best the criteria used are often arbitrary and vague.

An investigation into the start, the growth and the achievement by teachers of professional status lies outside the scope of this investigation, but clearly the link between professionalisation and the idea of status deserves attention, if only to obtain a clearer picture of how teachers function within society and within the school. Most professions appear to be concerned with status, because it seems to be associated strongly with respect and remuneration. As far as respect is concerned it appears to be earned through the skill and service offered. On the other hand it could also be attached to the degree of difficulty or complexity attributed to the training programme. In both these instances teachers seem to face an uphill struggle.

Many teachers themselves do not attach much difficulty or importance to their own training. Practising teachers readily remind beginning teachers to forget all the idealistic nonsense they heard at the teachers' college or university and settle down to 'reality'. Primary school teachers, because of their non-academic training, often feel a lack of status, derived from their apparent lack of 'professional paper'. The introduction of Bachelor of Primary Education (B.Prim.Ed.) courses at universities is an attempt to address this problem. Secondary school teachers can at least lay claim to some status by virtue of their university degrees. But even here there seems to be a measure of unease, since most of their preparation time at university had little to do with the actual preparation in education studies as such; most of their time was taken up with extending their academic training in specialist subjects. But most think of themselves as teachers of their subject and not as teachers of children.

As far as service and skill and remuneration are concerned, the public do not seem to value overmuch the skill and service provided by teachers. Commerce often laments the funds spent on extensive and intensive training programmes designed, as it were, to 're-skill' school leavers; universities yearly lament the wasteful manner in which first year students use their time only to fail! The HSRC has recently published their findings as to how unreliable matric results are as a predictor of success at university. There appears to be a great credibility problem related to the professional services teachers render related to these two key areas of professionalisation.

The establishment of a Teachers' Council must also be seen as an attempt to gain status for the teaching profession. Despite this Council's legal standing (1980) the de Lange Commission (1981:67) found that the "status and image of the profession and the inadequate promotion of public image" was a severe drawback to the recruitment of student teachers. Market forces do not determine the demand and supply of teachers and this too has an effect upon the autonomy and status of teachers.

A related problem to the question of supply and demand is the fact that teachers' clients are compelled to attend their classes. These two factors together tend to detract from the status of teachers.

Another approach to an understanding of the notion of status would be to look at schools and see how they reflect the work of teachers, and how schools as social institutions create structures which ensure the continued low status of teachers, both within society and within schools themselves.

Often the close relationships that exist between various demarcated areas in society are overlooked. Norms should be seen to be embedded within the various roles within society, and the various configurations of these roles constitute status. Furthermore, it would appear that most institutions found within our society are based upon statuses and the relationships between these statuses.

BUREAUCRACY, PROFESSIONALISM AND STATUS

Professionalism which has its existence bound up with the idea of status is therefore also clearly associated with the configuration of roles within institutions. So very often a profession will gain status, not necessarily because of its members performing an essential service, or because of expertise and service, but by the power of its 'associationism' and the legitimation of its association. Teachers will need to guard against this sort of 'professionalism' and status which is ultimately a sham.

Our society seems to equate status and remuneration as a measure of success and achievement. If teachers wish to use remuneration as a measure of status they are really going to have to create a new social awareness of the centrality of education in the socio-economic nexus. The problem is that teachers are mostly paid by the state and the state usually seeks to spend less and less on services, especially during a time of 'deflation'.

Teaching, being one of many state services among health, welfare, transport, housing, seems to undergo periods of contraction as the

state moves through economic cycles. Furthermore, since the 1960's most countries have seen an over-supply of teachers, and where there is a good supply in a labour market, negotiations for higher salaries become more difficult to sustain.

On the other hand, if teachers attempt to achieve professional status through respect earned for their work, then the difficulty of achieving this status is as problematical as trying to achieve some status by way of remuneration. In order to earn respect for services and expertise, their clientele (pupils and parents) need to be reasonably satisfied with their professional services in most respects. That education is both compulsory and free creates its own problems in the creation of an apathetic clientele. Furthermore, should the employer (state) be convinced of the quality and the strategic nature of the services and expertise, there would perhaps be a greater willingness to accord more recognition to the teaching profession. That both clientele and employer do not appear to value highly the services of the education profession there arises a crisis of confidence and with this, a crisis of status.

The recent moves to make teachers' positions subject to tenure, the moves to hold teachers accountable, are all perhaps a symptom of a deeper issue, a lack of confidence in what happens in schools and classrooms. In South Africa neither of the two measures mentioned above have been introduced, but the expectations within the schools which force most teachers to comply with producing more and better grades is equally as powerful a force in the socialization of teachers. In many respects, teachers' clientele show little respect or gratitude and thus teachers' status remains low.

At another level, we may attempt to understand teachers' lack of status if we look at 'classroom life', which creates a cleavage between what teachers see as the 'ideal self' and the 'pragmatic self' (Woods:1980). The 'pragmatic self' is vaunted at the expense of the 'ideal self' as teachers and school administrators become caught up in a search for easy answers to complicated problems. This search has taken education deep into the bureaucratization of schools.

The bureaucratization of schools should not be treated in isolation, but can be seen as part of the drive toward status among educators. By adopting organisation models that appear to be effective in areas of production, educationists have moved schools closer toward becoming professional and bureaucratic organisations. In such an organisation, functional relationships are hierarchically ordered in terms of roles and statuses. Many would contest this, but perhaps a brief survey of the elements that make up a bureaucracy could clarify where schools are actually located.

Bureaucracy would entail job specialization, hierarchical authority structure, recruitment of members to the organisation based on rational rules (Joel Spring, 1980:92). There may not be a direct correspondence, but it would be informative to know to what extent the pupils' experience of the bureaucratic organisation of education creates a society oriented towards the values of scientific management and the assumption that a vast bureaucracy is the only way to manage society and its multiple needs.

Theories of management concern themselves with methods of organisation management so as to achieve maximum control over workers' action to ensure productivity. Both politicians and industrialists are

concerned about the correct and maximum utilisation of human resources within the forces of production. These same groups of interested people have developed a science of the management of human resources. Educational institutions seem to share, to some extent, common elements with industry; the input of raw material, the shaping by workers of this material to produce a finished product. If this process could be completed efficiently, professionally, those involved would have some claim to status. Unconsciously educationists adopted and adapted this model and applied it to schools. By doing this they inadvertently have affected the status of teachers.

The management of human resources promoted the idea of manpower needs and schools were seen to be places where this manpower could best be selected and trained. Indeed, this process is seen by Larson (1977:157) as one of the vital functions of education. He saw the competitive arena for occupations shift from the market place to the schoolroom and the justification for this shift was the argument that schools provided a fairer battleground for that contest.

If indeed the schoolroom has become the arena for a competitive struggle for jobs, then teachers have had little say as to the ground rules that regulate such competition. The apparent lack of power and the inability to participate in decision-making processes which affect both teacher and pupil has much to do with the low status teachers enjoy. Students are processed within the efficient bureaucratized institutions, while teachers are compelled to give precedence to the 'pragmatic self' in order to complete the syllabus. Teachers are faced with the naked truth that their own status professionally is intimately linked with status accruing from examination success. Pupils are moved through this elaborate system toward a Matriculation

Examination, to ensure a good job or a place at one of the universities. The process is started in the Primary School where masses of factual material, usually taken from official text-books, is given to children to memorize and reproduce. The smooth running of the school becomes an end in itself as pupils are channelled, selected, differentiated and processed to assume another role within another bureaucratic organisation. Being a part of such a process is hardly one upon which teachers may lay hold of status.

In such a system described above, perhaps a little one-sidedly, teachers are seen as trained workers who need to be managed to achieve the ends of the institution. One becomes aware that the further removed you are from the decision-making processes the more alienated you become from the organisational structures and procedures, with the attendant decline in the sense of personal worth.

The problem is not easily resolved. We have these institutions, massively real, and they don't go away. In the short-term, a teacher may judge the effectiveness of a lesson by the responses of the pupils, but here it would appear that the teacher is alone in the assessment and will have to rely on intuition. The feedback teachers receive spontaneously from a class is difficult to submit to some objective criteria. The long-term success of teaching is even harder to assess, since what teachers do will become visible, available in the pupil long after they have left school. Both short-term and long-term successes cannot be relied upon as a valid criterion in the quest for status and professionalism.

What tends to aggravate this position is that what teachers do, happens behind closed doors and mostly in the absence of another

adult. Results, expressed in grades, appear to be the only hard proof of both teacher and pupil activity. This is usually taken by the bureaucracy as a measure of the competence of the teacher and an assessment of the progress and promotability of the pupil.

This leads back to the transmission model of teaching and the objectives model of curricula. Both these aspects of current practice in education can lead to sustaining the low status of teachers. Despite the splendid rhetoric to educate the 'whole child', the rigid interpretation of teachers' role entrenches the practice of replicating the transmission model and the objectives model of curriculum upon which such practice is based.

Teachers experience extraordinary pressures from both parents and pupils in the form of expectations. These expectations constrain teachers to teach subjects, and any innovative move by a teacher is viewed with hostility and suspicion. Both pupils and parents know that any deviation from the syllabus reduces the pupils' chances of success at tests. Besides this, teachers also feel a deep sense of obligation and responsibility to help their pupils to obtain some measure of success in the struggle for certification. To do less would be irresponsible. Robert Witkin (1974:73) sees that promotion prospects and professional advancement are intimately tied to the standards of academic performance in examinations for which the teacher is responsible. Also, the social race for negotiable certificates goes on with a vengeance and pupils will give small thanks to a teacher who leaves them disadvantaged in the race; not to mention the pressure parents will put on a headmaster who tolerates and harbours teachers who behave 'unprofessionally' within this context.

The examination system seems to reinforce the rigid subject divisions with the transmission model of teaching predominating at all levels. On an organisational level, and from a bureaucratic standpoint, these processes may be acceptable. But on a personal level something does not seem to tally. Goffmann (1959:229) indicates to some degree what does happen when the

"individual maintains a show before others that he himself does not believe, he can come to experience a special kind of alienation from self and a special kind of wariness of others."

These dimensions are to some extent the measure of the degree of complexity that teachers experience in their day-to-day activities. The sustaining of a teaching model that earns no dignity or status which must ultimately lead to an apathy toward the profession or perhaps hostility toward those who maintain the system.

STATUS, DIGNITY AND HONOUR

Christopher Hurn (1985:48-73) sees schools as social institutions which approximate toward the functional paradigm or the conflict paradigm. He stresses that no matter which paradigm you apply to the institution of schooling, more than any previous society, the institution of schooling has become central to our view of society as an objective reality. It is just this reality which Berger and Luckmann (1966:80) point to most urgently, indicating that

"...Institutions must and do claim authority over the individual, independently of the subjective meanings he may attach to any particular situation."

This may explain why people, found within institutions with a fairly

well-established way of conduct, in which roles have become institutionalized, find it most difficult to see that variously constituted roles make it possible for institutions to have an existence. They tend to see the institution as having a life which preceded theirs and will probably exist after they have gone.

Daniel Bell (1976:89) argues that, for people living in a technological society such as ours, experience rather than tradition, revelation or authority has become the source of understanding and identity. And it is because institutions are encountered with such immediacy in our society that we quite naturally seek within their structures and processes some clear identity. Peter Berger (1973:78-89) sees the concept of 'honour' as a means of conveying identity.

"For all, the qualities enjoined by honour provide the link, not only between self and community, but between self and the idealized norms of the community."

But, as earlier indicated, modern man has cut his links with tradition and authority and it was precisely these aspects of his lived reality which gave him honour. Honour dictated standards of behaviour but also a code of honour was particularly pertinent to those who shared the same status in the hierarchy. Berger (1973:80) :

"In a hierarchically ordered society the etiquette of everyday life consists of ongoing transactions of honour ... Those who have high status in the community have particular obligations of honour, but even the lowly are differentiated in terms of honour and dishonour."

Transformed by the technology man invented, his society undergoes some profound changes. Bell (1976:146-148) sees this shift closely related to the kinds of work man engages in. He sees the

'pre-industrial' era as one which man is engaged in a 'game against nature': the industrial era as one dominated by a 'game against fabricated nature' and this 'post-industrial era' as manifesting a 'game between people'. Falstaff said, "Honour is a mere scutcheon", and behind the scutcheon - the face of 20th century man seeking identity amongst the ephemeral roles he is called upon to play. It is man's close identification with his technological thinking that has bereft him of some form of comfort in the ordering of relationships around the notion of honour. Some other concept had to emerge to order man's objective reality as well as the subjective meanings he derives from his institutionalized world. The concept man conjured up was one of dignity. Berger (1973:83) contrasts dignity with honour and sees

"Dignity, as against honour, always relates to the intrinsic humanity divested of all socially imposed roles and norms. It pertains to the self as such, to the individual regardless of his position in society."

Berger maintains that both shame and guilt are concepts that bridge the self and society and that both concepts are extremely fragile and need effort and will to maintain them - it becomes a moral enterprise.

The writer can support Berger in his argument, but we need to perhaps also link the concepts of honour and dignity with that of freedom. Men and women of high status enjoy more freedom than those with lower status; consequently to be constrained by institutional expectations where very little freedom is experienced is to be bereft of dignity and honour and therefore of status.

If our society were one ordered in such a way that a person could discover his true identity in his various roles, to turn away from

those imputed roles would be to turn his back upon himself, to become alienated. But it seems that in our society the imputed roles do not show us the true man, "the escutcheons hide the true self" (Berger, 1973:84), and

"... the individual can only discover his true identity by emancipating himself from socially imposed roles - the latter are only masks, entangling him in illusion, 'alienation' and 'bad faith'!"

Teachers choose to participate in societal structures through their institutional roles within bureaucratized institutions. They do not only define themselves, they give meaning to these definitions in their day-to-day lived experience. Increasingly it seems that where institutions fail to convey meaning to individuals who are without status, there occurs a weakening in the power that those institutions have over their members. In a modern technological world this becomes increasingly problematical. What Goffman (p.10) saw as an alienation from self, where one has to sustain a role one does not believe in, Berger (1973:85) connects this alienation to its source, namely :

"The institutional fabric whose basic function has always been to provide meaning and stability for the individual, has become incohesive, fragmented and thus progressively deprived of plausibility. The institutions then confront the individual as fluid and unreliable in the extreme case as unreal. Inevitably, the individual is thrown back upon himself, on his own subjectivity, from which he must dredge up meaning and the stability that he requires to exist."

Indeed, it is this writer's contention that in situations like these, Goffman's notion of 'Impression Management' and, more pertinently, his notion of 'Role Distance' can arise. They arise because modern institutions, 'technologised' and bureaucratized, have lost their identity-defining power. The imputed roles conveyed by institutions

no longer provide for the actualization of the self; instead, these roles have become mechanisations behind which a person may hide from his own consciousness. It also seems that teachers in schools share this dilemma.

Teachers' lack of status, the presence of authoritarian models of curricula, the powerful societal expectations which create roles that are not believed in, all make way for actions which, on the one hand, are deeply cynical and defeatist. These are human responses. On the other hand there are actions which are positive and self-liberating. Both these dimensions are part of what Goffman (1961) called 'Role Distance'.

Both structural and situational realities create conditions where teachers are virtually forced to express 'Role Distance' in some way or another.

"Identity ceases to be an objectively and subjectively given fact and instead ... becomes the goal of an often devious and difficult quest."

(Berger, 1973:87).

Perhaps a clear picture could emerge to make the quest, if not attractive, at least more informed.

SUMMARY

In this chapter the writer has shown that the question of status, as an aspect of our lived reality, impinges heavily upon the manner in which roles are performed. Bureaucracies, while upholding the reality of statuses or positions, tend to perpetuate a perspective of life

which becomes orderly and alienating. The bureacratization of schools has tended to make them efficient organisations but somewhat inhuman. Teachers who work within these organisations experience a form of tension as they experience a degree of role conflict in the two directions of the thrust of these organisations. There are many expectations levelled upon teachers from different directions and these make it difficult to balance the various demands while enacting the role of teacher. Status without dignity or honour is empty and hollow and ultimately leads to expressions of what Goffman called role-distance.

CHAPTER THREE

In the previous two chapters reference was made to the concepts of role, identity, self and obliquely to personality. In order to locate Goffman's idea of role distance within the education context, these concepts need to be more clearly articulated and their relationships established. Chapter Two sought to show how status is linked to economics and power. Status is also linked with roles, and ultimately with self.

Goffman (1959) in describing role distance indicated that some 'part' of the individual was being distanced from the role. This 'part' has been referred to as the self. Zurcher (1984:34) seems to support this view. He believes people do exercise some choice when they decide "... to let a role engulf their definitions of self or accommodate the behavioural expectations without at all defining themselves in terms of the role". But roles are not only reflective of the deeper processes of the self, they are also manifestations of identity and personality. Ruddock (1972:119) further identifies 'personality-in-role'; 'identity-in-role'; 'identity-in-personality-in-role'. The spectrum he presents indicates the complexity involved in the taking of a role. It also leads the writer to believe that when role conflict is experienced and distancing is expressed, it represents a conflict in dramatic terms, because the individual cannot deny his physical presence in the situation, nor withdraw from the role-set. The only recourse is an expression of role-distance.

In the model (Fig.1) the micro-level was touched on in the previous chapter and status was the focus. From this point the writer wishes to move toward the self, located within the lower of the incomplete circles. In order to arrive there, identity and personality must needs be looked at and related to the other aspects of the model.

IDENTITY AND ROLES

Since roles and status are inextricably tied together it would be difficult to examine identity and role without including the idea of status.

Through the process of socialization we learn the behavioural expectations considered applicable for the various statuses we occupy or plan to occupy. Because we occupy different statuses within the fabric of society we are called upon to play out a complex repertoire of roles (Merton, 1957). The balancing of the demands made by the expectancies of each role is exacting and complex. Integrating our various roles with others occupying various positions is often confusing, especially when the process is delicately tied in with our identity.

Zurcher (1983:13) says

"We will develop our understanding of roles in social settings involving interaction with other people. The roles are specific to those settings ... the accumulation of role enactments and the experiences associated with them shape our self-concepts, that is the way we perceive ourselves ... These self-concepts provide us with a sense of personal continuity as we enact roles in diverse settings. Within each setting, we negotiate with other people both our own and their identities. (Stone, 1962; Goffman, 1959; Strauss, 1978)."

This process of negotiation referred to by Zurcher is mostly conducted within a social framework of which various statuses determine the nature of the negotiation.

"Status", according to Linton (1964:113-114), "is simply a collection of rights and duties", while he saw 'role' as the "dynamic aspect of status". In other words, the term 'role' is identified with the expected behaviour of persons who occupy particular social positions. These positions or statuses include those more formal relationships such as a mayor in a council, a father in a family, or a professor at a university. These positions or categories also include the less formal aspects of society such as a surfer on a wave, a passenger on a train, a visitor to a museum. We can notice that each society places a value upon certain statuses. In a socialist world, a hard worker; in primitive society, one who has knowledge of ancestral spirits; in a Fascist state, total obedience; etc. 'Status' indicates a position a person occupies related to a social structure in which a pattern of positions is found. "Within this relational stance there are reciprocal ties, regulated by rights and duties which are binding upon individuals." (Goffman, 1961:75). Clearly, we cannot understand an individual and the way he seeks identity unless we know something of the structures in which he operates. If role performance is the dynamic aspect of position or status, then roles will be performed and regulated by the pattern of positions found in societal structures.

In performing the role of a teacher, the teacher must see that there is a fair degree of compatibility between the impressions that are

being conveyed and the specific personal qualities imputed to him within the role. These personal qualities imputed to him, if they are claimed, combine with a person's position and title and effectively provide a basis for the acquisition of an identity.

But the social image of what constitutes a teacher's role is so stereotypical that a teacher's self virtually awaits the individual to assume the role. All that is needed is that the person entering the role conform to the pressures and expectations and he will find a ME ready made for him. (Goffman, 1961). How clearly this is manifest will to a large degree depend on how effectively role-distance can be expressed.

When social structures are impersonally enforced, as happens in a process of institutionalisation, an individual may find himself committed to some aspects of the role for which he has little sympathy. Many of the fixed and reciprocal arrangements found in institutions, like schools, force many teachers to become bound up in a course of action which causes others to build up their repertoire of actions on the basis of his continuing the current undertaking. The routine behaviour this promotes has advantages, but it also has dangers in that, in the enactment of the role, he remains vulnerable to the "unanticipated consequences of his own actions" (Goffman). The role is embraced so completely that he has to live up to the consequences built into the expectations of the role.

IDENTITY - COMMITMENT AND ATTACHMENT

As a measure of the self-image given to identity we may consider the concepts of attachment and commitment, as developed by Goffman (1961:78). He develops this idea of 'commitment' and 'attachment' as a prelude to explaining why it is that individuals wish to preserve something of themselves when entering a role. He states that a person can only become committed to a role that he performs regularly. He then contrasts this with the idea of attachment. Because a person brings with him his self-concept and identity when he enters a role, he expects to see something of himself in the enactment of the role and some self-identification emerge as he interacts within the role-set.

Because teaching has been seen by many as a vocation rather than a career, it would seem as if many teachers entering the teaching profession are emotionally and intellectually attracted, "desiring and expecting to see himself in terms of the enactment of the role and the self-identification emerging from enactment" (Goffman, 1961:79).

Here we can understand attachment to imply the bringing to the role a 'selflessness', a deep sense of personal attachment. This could well appear to be a paradox where identification emerges more powerfully with the deeper attachment tending toward 'selflessness'. It would also appear that once 'commitment' to a role has taken place, and all the expectations of the role-set have been met, a process of validation of identity ensues; the role-set come to ratify the incumbent's right to continue within that role. 'Commitment' would entail the mere performance of the role accorded to one.

From this we can understand that a person may be committed to a role without being attached to it. Here it would appear that commitment

would be synonymous with the notion of playing at the role, or put another way - taking a role. This dimension of role analysis helps to understand the contrast between the way two people enact the same role. A person may also be attached to a role without being 'committed' to it. In the first instance, a practising teacher may be committed to the role without attachment. Student teachers are usually attached to the role of teacher but not yet committed to the role. Attachment carries with it strong feelings associated with self-fulfilment and a fair proportion of idealism. It is noteworthy how soon the attachment withers once commitment has taken place. How deeply this process is influenced by schools as institutional settings is the subject of this investigation.

It is considered to be psychologically healthful for an individual to be attached to the work he is committed to as a regular performer, but Woods (1981:283-301) in an essay entitled "Strategies, Commitment and Identity: Making and Breaking the Teacher Role", shows that a performer can become over-attached, too closely identified with his role with some sad consequences. Woods (1981:285) comments on a particular teacher, and says:

"For him, school had to be seen in this context - as part of the community life. There was frequent reference in his talk to kids as 'human beings' and as 'adults'. Thus much of the organisation of the school and of the curriculum militated against treating kids as human beings ... He 'loved people'. But the more his love, the greater the frustration at a hundred and one petty administrative things like collecting money, answering letters and poor teachers."

Woods also shows how the pupils responded to his attachment, which sought expression through innovation:

"It is possible to argue that he did achieve something through his approach. Some thought he was a great teacher because he 'fixed things up', 'did interesting things', 'treated them like human beings'. Others however found him 'rather queer, not like a proper teacher - he never tells you off'." (p.287)

The response from the staff is recorded as follows :

"The same is true of the staff, a few of whom were, for a time at least, captivated by his ideas and enthusiasm, while the rest looked on askance. What could have been a forum for change became more of a caucus of malcontents, who became steadily more divisive and rebellious as the year progressed."

Eventually this teacher leaves. The conflict between his self-concept, identity and the socially imputed characteristics of his role became increasingly irreconcilable and he used the most dramatic form of resolving the conflict - he withdrew psychologically and physically.

The essay records the strategy used by another staff member who holds similar views to his colleague but his strategy was based upon his ability to distance himself from those aspects of his role which, although his commitment is never questioned, he does not attach himself to them. He brings about change, not by confrontation, but by a "strategic redefinition, where individuals actually achieve change by enabling those with formal power to change their interpretation of what is happening in the situation" (p.289). Woods (1981b:292) also quotes a research project by Nias (1980) where Nias identifies two types of commitment, namely a commitment to vocation or profession. These two categories correspond to two concepts of identity and career. Since vocation is deeply embedded within the self-concept, it is possible to associate this dimension of commitment

with attachment; whereas profession and career need not necessarily convey a deeper sense of attachment for the fulfilling of the script associated with the particular role.

Woods (1981), in isolating these concepts of vocational and professional commitment, does not get as close to the issue as does Goffman (1959:71) when he says :

"...we must be prepared to see that the impression of reality fostered by a performance is a delicate, fragile thing that can be shattered by many minor mishaps."

If, as stated in chapter 2, institutions have lost their identity-defining powers, then the roles performed within those institutions will be a manifestation of commitment with their professional and career orientation rather than roles which reveal vocation and identity. In this latter instance, doing is being, whereas in the former the role is being played at and clearly here doing is not being.

Within this context we can see that some teachers are more alive than others to the opinions of others (Woods, 1981); while some are sensitive to the judgment of their colleagues, others again are deeply concerned about the opinions of those in power positions. Each one of these audiences is most likely to have its own standards of performance attached to the role of the teacher. Because teaching is seen by many to be a 'moral' related activity, it also carries with it an identity-providing role. For many who pursue the professional dimension, the mere enactment is enough to provide some identity, while for others there needs to be an element of attachment before 'self-realisation' can occur.

Some attributes associated with the teacher's role are readily accepted, but there will be some attributes that they want to disown. Both those committed or attached to the role would disown such attributes as 'protected labour' or 'half-day job' or 'men among boys, but boys among men', etc. There will be some they would readily accept as part of their identity, such as 'upholders of tradition', 'vital service to society', 'dedicated corps in service of children', etc. The two variables, what is 'right' and what is 'pleasing', impose upon performances some interesting and often conflicting constraints. For what is deemed 'right' may not be 'pleasing' and what is 'pleasing' may not always be 'right'.

"Teachers are highly paid for the number of hours they work." This statement may be 'right' but it is hardly 'pleasing'. Most often in performing a role, a performer, if committed, will welcome pleasing imputations and regard them as rightful and unpleasing ones are regarded as undeserved and illegitimate. There appears to be a strong inclination to accept as an identification of oneself what one is doing at the time especially when it is perceived as pleasing and right. Once certain cues become available concerning one's status, the rest of the information being conveyed in the role-set confirms the initial cues.

Goffman (1961) indicates that in considering the performance of a role we need to consider the distinction between the qualifications required for permission to attempt a role and the attributes for performing suitably once the role has been acquired. There appear to be many teachers who are committed to the role of a teacher, and

possess the correct qualifications for it, but somehow lack the attributes for a suitable performance. Adding the quality of attachment does not seem to help matters either. Having the qualifications for the role of teacher relates to concepts of teacher as 'knower' and even perhaps teacher as 'skilled technician'. Having the right attributes is problematical, because it touches on the aspect of 'teacher as person'. This paper cannot deal with the research in this area but an important area of investigation is evident here, in looking at role theory and personality profiles of teachers.

From the distinction made between the qualifications needed for a role and the attributes required, we may also see Goffman's (1961) idea of embracement of a role. He indicates that to 'embrace' a role is to be embraced by it, and before this can happen certain factors must first present themselves. There must be an admitted or expressed attachment to the role. There must be a demonstration of qualifications and capacities for performing it. Lastly, there must be an active engagement or a spontaneous involvement in the role activity at hand. Clearly, identity arises more particularly within the role as we use these concepts of attachment, commitment and embracement, and yet the issue remains unresolved without exploring how deeply the 'self' is associated with a role.

SELF AND ROLES

Institutional continuity and order depends heavily upon the individual's ability to typify one's performance and the performances of others. Institutions continue to have power in defining the

situation because one shares with others specific and general goals. Performances of roles within institutions also depend on our ability to see roles in an objective sense. This also requires that we be able to represent these objectifications in some symbolic way by labelling or, put another way, by having access to their meaning via a linguistic code. Berger and Luckmann (1966:90) indicate that

"Both self and other can be apprehended as performers of objective, generally known actions, which are recurrent and repeatable by any actor of the appropriate type.

The way we experience the world about us and the self-experience is deeply affected. Again, Berger and Luckmann (1966:90) indicate the centrality of this role experience :

"In the course of action there is an identification of the self with the objective sense of action; the action that is going on determines for a moment, the apprehension of the actor, and does so in an objective sense that has been socially ascribed to the action."

Yet, within the objective realm in which we may observe roles being performed, there is the deep subjective experience of the 'I' and it appears that in the expression of distance, this segment of the self seeks distance and preservation. The performer of the role is conscious of his performance, but takes pains to establish, during and after performance, his distance. To validate Goffman's notion that a 'self' awaits each person, Berger and Luckmann (1960:91) claim that

"This distance between the actor and his action can be retained in consciousness, and projected to future repetitions of the actions. In this way, both acting self and acting others are apprehended, not as unique individuals, but as types. By definition these types are interchangeable."

There is an aspect of this perhaps deterministic view of roles that needs to be looked at more closely. There are roles which remain the same in so far as certain prescriptions are attached to them, and the people who perform them are regarded as types. Is it perhaps here where role-distance is found to be more keenly expressed, since the performer wishes to escape the threatening aspect of anonymity. Berger (1971:37-38) associates this process with modern institutions where the organization's *raison d'être* is based upon technological production.

"The individual now becomes capable of experiencing himself in a double way: as a unique individual rich in concrete qualities and as an anonymous functionary. The dichotomization in the subjective experience of identity makes it possible for the individual to establish subjective distance vis-a-vis certain features of this identity."

The writer would suggest that the structural social arrangements and the absence of status open the way for teachers to establish subjective distance in terms of some of the features of their work. Weber (1972) seems to support this idea as he considered that the progression of bureaucracy revealed a tension between the human values of self-expression and the necessity of technical efficiency. In schools it would seem that this intrusion of progressive bureaucracy into what is meant to be a human enterprise, creates tensions in role performance, which become a role-conflict, the resolution of which is the expression of role-distance. For Weber the functional rationalism tends to remove the worker from his means of production and for Marx it becomes the experience of 'alienation'. 'Alienation' has many faces and as many causes. We can trace 'alienation' as a concept in the works of Hegel (1931) where it is expressed as the separation of spirit from nature, man's loss of relationship to his work (Marx,

1944); the individual's estrangement from some deep productive part of himself (Horney, 1945; Fromm, 1955); the violation of behavioural norms (Cloward and Ohlin, 1960) and a variety of other conditions.

It would appear that the experience of role-distance, the distancing of the self from the imputed characteristics of a role, shares some of the features of 'alienation' and, in a sense, 'anomie'. Horney (1950:401) locates this distancing more dramatically. She says :

"At the core of this alienation from the actual self is a phenomenon that is less tangible although more crucial. ... It is the loss of the feeling of being an active determining force in his own life."

Goffman's observation of the subtle forms of role-distance needs close attention because of the implications it has for a society that has committed its young into the care of those who, because of the structural and situational contexts in which they find themselves, continually express their distance from their roles. This need to preserve something of themselves, the hesitancy in attachment to the role of teacher, is also perhaps a symptom of a wider social phenomenon. Whatever its causes and its deeper associations with social structures, this distancing carries with it severe limitations when expressed in negative terms.

As individuals encounter their roles more frequently by virtue of 'commitment' they tend to grow beyond the prescriptions of the role. Then there occurs the situation where certain aspects of the role can only be played with an outward display of great distance. One has only to witness a headmaster of some standing teach a class of lively children. The writer has witnessed an elderly headmaster bravely

showing a Standard 8 group of boys how to touch their toes! But this bravado was done in mock-heroic form - the headmaster was giving himself room for manoeuvre - he was expressing profound distance. Should he make a poor showing at touching his toes, he was in a position to avoid the reflection it could cast on him. Whatever the showing, he avoids the humiliation before those who are socially placed to produce a better performance. Teachers playing matches against students - here, although the action is serious, there is always the space left open to escape the poor performance, maintaining and locating the self within the other roles.

Associated with this notion is Goffman's description of 'situated' and 'structured' roles. Very often people are placed in occupational roles which they consider to be beneath their selves and this too gives rise to expressions of role-distance. Where bureaucracies are found these situations abound, as people all fantasize into their positions images of greater importance than the position allows for.

Usually the subordinate is careful not to annoy or threaten those who are in authority, but on occasion he will introduce into the interaction some expression to show, for who are observant and in a similar situation, that he is not capitulating completely in the power differential which is obvious, nor in the role he is to play. All sorts of role-distance is evidenced here. The almost audible mutterings at staff meetings, the use of irony in replies, the use of humour to cover possible tensions or open hostility, and at times even a stolid sullenness may also be a way of revealing that an individual does not wish his self to be entirely taken up with the definition of the role ascribed to him by the headmaster. All these, and others,

are all indicators for all to see that something of the self lies outside the constraints of the moment as well as outside the role over which some person has control.

It would seem that most theorists agree that role refers particularly to behaviour and since behaviour is related to the behaviour of others, the term 'role-set' has emerged. The 'role-set' of the teacher would include pupils, other teachers, principal, school secretary, subject advisors and parents.

Roles help us to understand the complex matrix of interaction. Lauer and Handel (1983:122) indicate that roles do not result in a rigid pre-determined framework. They state that the various interpretations of roles rests with the variability of behavioural expectations and a process of ongoing modification and also because of 'role conflict'.

It is this writer's contention that an understanding of role theory as illuminated by the symbolic-interactionists' perspective is crucial to the experience of teacher education because of the effects upon the individual's selfhood. When individuals play at a role they tend to internalize certain attitudes or dispositions with the result that perceptions about the self and others are changed. Goffman (1961:303) indicates that an inmate of an institution, in being put into the role of 'patient', tends to be defined as a non-responsible object and is treated accordingly, and even comes to regard himself in this way. Whenever attitudes of the other is appropriated through

role taking, one is involved in a process of modifying the 'self'. The inability of teachers to alter their roles is perhaps bound up with their inability to transcend the powerful social models teachers present in the classroom while fulfilling all the expectations attributed to the traditional role of teacher. In a less flexible community these models tend to become fixed with a set pattern of behavioural expectations.

No system, however demanding, can command the commitment of the totality of the self. When an individual finds that he has to take on a whole range of sub-roles corresponding to his position, there is usually a fair degree of congruence between these roles and the self-concept - but there are often actions associated with the role which cause conflict and in order to preserve a sense of selfhood in the enactment of the role, certain aspects of behaviour will show that preservation of self.

Goffman (1981:76) indicates too that

"In entering a position, the incumbent finds that he must take on a whole array of action encompassed by the corresponding role ... we do not take on items of conduct one at a time, but rather a whole harness load of them and may anticipatorily learn to be a horse even while being pulled like a wagon ... It is through roles that tasks in society are allocated and arrangements made to enforce their performance."

In the education of teachers we need to remember that the dispossession of one role, that of student, and the claiming of another role, that of teacher, is not without conflict since a whole 'harness load' of behavioural expectations are allocated and the situational context in schools enforce their performance. The

'busyness' of the first two terms are so demanding that, like a new recruit to a naval training base, they can say :

"Nothing of the past seems relevant."
(Zurcher, 1984:24)

ROLE CONFLICT AND ROLE DISTANCE

In order to illustrate the relationship between these two concepts, the idea of 'role-set' as part of the structural context needs explication.

Within a 'role-set' we may distinguish smaller groups which are called 'role-sector' or, put differently, role-sectors demand from the role-performer a 'sub-role'. An illustration of this is shown in that a role-sector could be the teacher/pupil - while another role-sector, teacher/headmaster. In schools, these two sectors, although constituting a 'role-set', are kept apart by the teacher jealously guarding her classroom privacy as a professional right. Denscombe (1980) illustrates this aspect of teachers' behaviour by examining the constraints, such as noise, on teachers' autonomy.

The usefulness of 'role-set' as a concept becomes clear when we realize that persons within the 'role-set' have expectations directed at the others within these 'role-sets'. Often these expectations can be contradictory. Individuals occupying positions of power and high status can exert more influence in modifying or directing behaviour. Teachers occupying positions in schools where headmasters impose expectations of conformity often experience 'role-strain' or 'role-conflict'. This is more likely to occur in areas where there

is a wide degree of different expectations or a decided lack of consensus over a value position.

Role conflict could also occur when an incumbent within a role does not have the personal attributes demanded by the role. This conflict is most difficult to resolve; it becomes critical when there is no congruence between the self-concept and the various attributes of a role. Very few roles in society are assumed and performed without strain and conflict to some degree. Sometimes several types of role-conflict may be experienced at once, resulting in severe psychological stress.

Hargreaves (1972) suggests that role-conflict can be resolved in a number of ways. He suggests that role-conflict can be resolved by simply giving one role preference over another; or he can distort perception of the role-partners' expectations; or he may conform to the expectations of the person in the 'role-set' who has the greatest power. Who can safely ignore the expectations of those who can invoke sanctions? The 'merit system' currently used to reward teachers financially for work of a 'high standard' is a case in point. One look at the criteria and the 'points' allocated to each category is indicative of how powerful expectations can become in shaping behaviour and role performance. Here power, economics and status coalesce in bringing about conformity in role-performance.

Goffman gives another solution to resolving 'role-conflict' in his description of audience-segregation. Here the incumbent of a role keeps apart his audience because of the conflicting expectations each hold concerning his performance. The most dramatic illustration

could be the family man who manages a concentration camp. Another example, less dramatic, could be seen when a politician tries to balance the demands of the party caucus within the house and the expectations of his constituency. By segregating his audience he effectively resolves potential conflict. Teachers may also use this device by treating different classes differently or by making sure little information from the performance in the classroom 'leaks out' into the staffroom.

Another way of dealing with 'role-conflict' would be to leave the role-setting. This would occur when all other attempts to resolve the conflict have failed. Psychological withdrawal would be another way of attempting to reduce role-conflict. Here the individual, although she physically participates in the activities of the role-set, remains quiet and offers no productive responses to the interaction or the processes of negotiating a position within the role-set.

Each of these strategies used for resolving role-conflict hold within them a measure of 'distancing'. This process of 'distancing' oneself from the role expectations can be seen to operate along a continuum. Some of the strategies mentioned seem to be more severe in that the distancing technique employed demands the expenditure of psychic energy, more than would be the case if other strategies were employed.

Burchard (1954) in examining role-conflict came to the conclusion that there appeared to be four ways of dealing with role-conflict: rationalization, compartmentalization, repression and, lastly, withdrawal. Each one of these distancing techniques demand varying

levels of effort.

Each individual within a role-set experiences some form of role-conflict and utilizes some form of 'distancing' in coping with the conflict between the demands of the role and the self-concept. Within institutions that are hierarchically organised and power relationships are an integral part of the structures, the processes set up for accomplishing organisational goals are bound to produce areas in which individuals will experience considerable role-conflict. It is this writer's contention that schools provide a fertile area in which role-conflict is experienced, because of the economic and power relationships which impinge so heavily upon roles and expectations associated with the interpretations of these roles.

Individuals within institutions seldom capitulate entirely and assume the roles institutions define for them. Zurcher (1984:34) believes that

"Even the most controlling of total institutions cannot ... deprive individuals of the autonomy involved in reflecting about roles and in keeping self-concepts distanced from role enactments."

It is this element of 'distancing' that becomes so crucial in understanding recent ethnographic studies. "Teacher Strategies", a work edited by Woods (1980), is indicative of the variety of ways teachers adapt themselves to their roles. In many of the studies we see teachers caught between the increasing sense of self-commitment and the increasing pressures flowing from expectations they cannot meet. In order to meet this growing threat, Woods (1980) recognises eight categories of strategies teachers used to vouchsafe their personal survival. In none of the strategies could it be said that

there was a full acceptance or congruity between the self and the strategies employed to fulfil the role. The maintenance of the self and the maintenance of a system demand a strategy to ensure personal survival. Woods ('Teacher Strategies', 1978:100) lists the following strategies: "domination, negotiation, socialization, fraternization, absence or removal, ritual and routine, occupation therapy, morale boosting".

Teachers express role distance in a number of ways. Some teachers, to demonstrate their familiarity with their role, like the child who calls out "Look, mom, no hands", boast of their being able to teach throughout a term without having to prepare lesson notes. They have been there before, they know how to perform. Others declare their lack of interest or concern for organisational structures.

At a staff meeting attended by the writer, where the headmaster outlined yet another plan for the efficient collecting of money or processing marks, some teachers distanced themselves by looking bored, pretended to make notes, wrote comments about the head's ideas to the teacher next to them, or muttered under their breath. These teachers were not denying the role, they were in fact declaring that they had not embraced the role.

In a research paper published recently, Woods and Measor (1984:33-37) saw teachers distance themselves from their roles by using two strategies: "... They identified strongly with pupil culture many of which might have been thought to be opposed to teachers' basic values; and secondly by emphasizing their human qualities against bureaucratic pressures of the teachers' role, which some have found distinctly

dehumanizing". These two researchers give examples of how teachers achieve this role-distance. In identifying with pupil culture teachers seemed to be using the strategy identified by Woods (1978), namely socializing. An example of this distancing technique is seen where

"... another teacher, seeking a definition of 'scimitar', having established that in addition to being a car it was a curved sword, said, "Yes ... from the East, you know - Clacton and Norwich way. No, in Asia, over there."

In attempting to reveal their human qualities, teachers revealed to the pupils their other roles in which a great deal of attachment was evident.

"One was wont to discuss his childhood and family background and some pupils pressed him for further details of his relatives ... On school trips teachers brought their spouses and children, some in push-chairs, much to the delight of pupils and a holiday atmosphere attended these occasions."

These actions and words are saying to those in the role-set something like this :

"Whatever I am, I am not just an ordinary teacher who stands before a class of disinterested children enforcing rules I did not make or support."

This teacher is not merely apologizing for some minor infraction of a role - but the whole role - and by claiming this distance, he rescues some semblance of a self.

The teacher distances himself from the imputed role - he manipulates the system so that he may escape those aspects of the imputed role with which he cannot identify. Whether this distance is expressed

nonchalantly or aggressively, whether it is intentional or unconscious, sincere or affected, understood by his role-set or not, it does constitute a 'wedge' driven between the individual and his role, between doing and being.

Goffman (1961:85) states that

"This effectively expressed separateness between an individual and his putative role, is called 'role-distance'. The individual is actually not denying the role, but the virtual self that is implied in the role for all accepting performers."

By performing a role in such a situation one tends to be committed to it rather than attached, or we can say that the role is being played at rather than being made.

Many teachers show distance from their roles by claiming that they are only teaching until something else comes along.

Morwood (1982:167) states "more than a third of teachers in the first five years of teaching wanted change".

Some claim they do not want to teach all their working lives. Many unhappy female teachers admit that they will teach until they get married and produce a family. In each of these cases, the role is not denied but the identity which may arise from being too closely tied in with negative attributes associated with the role.

The writer does not claim that these expressions are restricted to the teaching profession alone. But we do know that teacher mobility and discontinuity is a notable characteristic of the profession,

especially among men. In a country like South Africa, which experiences booms and depressions in its economic cycle with great intensity, this mobility and discontinuity becomes more pronounced. It is also aggravated by an artificial shortage of skilled labour and personnel.

'SITUATED ACTIVITY SYSTEM' AND ROLE DISTANCE

In describing a situation in which roles are assumed, Goffman (1961:93) states that

"Participation in any circuit of face-to-face activity requires the participant to keep command of himself, both as a person capable of executing physical movements, and as one capable of receiving and transmitting communications. A flustered failure to maintain either kind of role poise makes the system as a whole suffer. Every participant, therefore, has a function of maintaining his own poise."

When the classroom is viewed as a 'situated activity system', this face-to-face activity becomes crucial in the maintenance of identity and a self-image. Any failure on the part of any of the participants to maintain their respective roles results in a breakdown in the 'situated activity system' (Goffman, 1961). The teacher must meet the prescriptions of the role, especially those mentioned in the quotation. The teacher stands exposed, as it were, in her performance, for all to see how closely or how distanced she will express the role. The expression of this role is central to our education system, since the teacher stands between "pedagogy and pupil, between theory and outcome, acting as gatekeeper to the pupils' experience of schooling" (Denscombe, 1984:201).

A student teacher may be disqualified from further participation in a course if she is perceived to be unable to control the class or teach correctly. She will be disqualified because of the concern expressed about the future of her charges as well as for the personal well-being of the aspiring teacher.

The distinction made earlier "between the qualifications required for permission to attempt a role and the attributes required for performing suitably once the role has been acquired" (Goffman, 1961) remains a central concept in role-distance.

This centrality is demonstrated when we observe the different treatment meted out, and various attitudes displayed toward teachers of varying degrees of experience. It is readily assumed that the role of teacher can best be performed by someone who not only has the qualifications, but also by practice of the role, accumulated the required attributes.

Student teachers, after two to four years are no longer observed very closely by their supervisor in the performance of their roles; like children on a merry-go-round, they no longer need their parents to accompany them, to protect them. The new teacher usually throws

herself into her new role in a serious way, letting everybody about her know that she is indeed attempting to hold all the attributes required for performing the role. If friends or past students or colleagues are encountered some behavioural feature will surface (especially in the classroom) to announce that the role has been mastered. These behavioural features, (rebuking a child, elaborate

explanations, serious tone of voice, placid facial expressions), although they form part of the role, are not obligatory features of its performance. What was formerly being 'played at' has become a serious activity invested with self-presentation. In Chapter Three (page 49) mention was made of embracing the role. Any person engaged in an activity where the performer must direct others with voice or gestures becomes embraced by the role -

"To embrace a role is to be embraced by it."

(Goffman, 1961, p.94)

It would seem that this insight provided by Goffman helps us to see role-distance poised delicately between two extremes on a continuum. On the one hand the distance expressed may be the result of a deeply felt antipathy toward the imputed characteristics of the role. The expressions of distance may be of a deeply cynical nature. On the other side of the spectrum are those who, because of their attachment to the role and regular commitment, have so creatively managed the role as to rise above its prescriptions and imputed characteristics. These are teachers who, despite the limitations imposed upon the role, manage to remain innovative and creative.

In the performance of their roles they accomplish everything that is expected and yet, by their behaviour, they seem to be saying, "Whatever I am, I'm not just a teacher who merely goes through the motions, keeping order in the classroom and completing the syllabus." Of such a personal statement Goffman (1961:95) says,

"What the (person) is apologizing for, is not some minor untoward event that has cropped up during the interaction, but the whole role. The image of him that is generated for him by the routine entailed is mere participation - his virtual self

in the context - is an image from which he withdraws by actively manipulating the situation ... the individual is actually denying not the role, but the virtual self that is implied in the role for all accepting performers."

Controls and strategies used formerly are dropped as teachers become more familiar with the prescribed script which becomes available through their early socialization into the school context. They begin to test their limits, sometimes earning the acrimony and hostility of colleagues and headmasters. Many teachers are so accomplished at this distancing technique, as they go about their routine tasks with an air of boredom and nonchalance; marking a register while giving instructions for the new activity or controlling the class with non-verbal cues while listening to a colleague at the door of the classroom. The headmaster is perhaps the one most adept at this sort of behaviour. He addresses not only classes of children, but a hall full, and often parents as well. The apparent ability to define this activity as being within his grasp, lets the staff and pupils know that he can accomplish safely what would for most constitute a trial.

What is important to notice is that what formerly constituted a serious challenge, becomes part of a routine to the point where it is disdainfully treated with jest or derision. Goffman (1961:97) shows just how subtle this aspect of role distance can become.

"...the act through which one can afford to try to fit into the situation is an act that can be styled to show that one is somewhat out of place. One enters the situation to the degree that one can demonstrate that one does not belong."

Goffman also points out that each person will need an immediate audience in the display of role-distance; it cannot be enacted alone.

Schools therefore present a rich field in which both adults and children practice this form of behaviour, mostly unconscious of the structural and situational contexts in which they arise. Only the effects of such behaviour becomes obvious and then often the cause is lost because of the assumptions and typifications that lubricate the social machinery. Goffman (1961:97) stresses that there are two means of establishing role-distance.

"In one case the individual tries to isolate himself as much as possible from the contamination of the situation. ... In the other case the individual co-operatively projects a childish self, meeting the situation more than halfway - but then withdraws from this cast-off self by a little gesture signifying that the joking has gone far enough. In either case the individual can slip the skin the situation would clothe him in."

Teachers constantly use both strategies to establish some form of personal identity outside the range of the institutionally designated role. Pupils in schools by virtue of their participation within this role-set learn to use the same device ensuring the continuity of the individual's concept of the 'I' as distinct from the 'me'; a knowing self distinctly experienced as separate from an empirical self (William James, 1890). Goffman (1959) points out, too, how identity is formed by the roles we assume. If, however, we are constantly involved in a process of distancing ourselves from our several roles, a problem related to identity could arise. Ruddock (1972:104) contends that personality is forced into existence by social interaction and this continuous interaction forces the individual to maintain itself through the requirements of role-relationships. Furthermore, self-image and identity are closely bound up with roles. It is for this reason that the writer feels that the way in which teachers are educated and then isolated from effective and informative

feedback as to their effectiveness in their newly acquired roles does violence to their self-image and identity. This is especially so as most probationers are in their early twenties, a phase of development characterised by no small crisis. Erikson (1968:203) describes this phase as

"...a psychosocial moratorium during which the individual through free role experimentation may find a niche in some section of his society ... in finding it the young adult gains an assured sense of inner continuity and social sameness which will bridge what he was as a child and what he is about to become, and will reconcile his conception of himself and his communities' recognition of him."

If no such 'psychological moratorium' is available, and where bureaucracies confront young teachers as massive and impersonal, the experience of role distance and identity diffusion can only create a profound sense of psychological stress, and, in the words of Berger (1974), a deep sense of 'homelessness'. The presence of many creative and innovative teachers indicates that not all suffer this fate. What keeps these teachers attached and committed is part of the subject of this investigation; how teachers manage to transcend the prescriptions of their socially imputed roles. A possible answer to this complex question could be found in Goffman's (1959) insight into the various ways in which we manage our various roles. He says that

"It is a basic assumption of role analysis that each individual will be involved in more than one pattern or system, and therefore perform more than one role. Each individual will, therefore, have several selves, providing us with a problem of how these are related. The model of man according to the initial role perspective is that of a holding company for a set of not relevantly connected roles: it is the concern of the second perspective to find out how the individual runs this holding company."

Berger (1966) takes a somewhat similar view when he sees man as composed of several selves. He sees "the self as a process, continuously created and recreated in each social situation that one enters, held together by the slender thread of memory". This notion of the individual as being composed of many selves is expressed by other writers. Ruddock (1972) describes this phenomena as a 'role-tree'. He believes this description to be more accurate than 'role-repertory' which he calls an 'unsystematic term'. Ruddock incorporates Banton's (1965) terms of 'basic, general and independent roles' within his framework.

Ruddock's (1972:106) description of the 'role tree' (see appendix) is of value since it shows that one may be able to distance oneself from a role provided it is not too central to the core of the personality.

"It might be possible, with systematic observation, to record the growth and differentiation and to compare the role trees of different people. Some would prove to be strong in the basic role, but poorly developed in the branching system. Some might be one-sided, as with a man who can only proliferate roles at work. ... the role-tree is a way of describing the person's total capacity for relationships of various kinds, and this is near to a definition of personality."

Goffman (1961) saw this phenomenon and called it the 'simultaneous multiplicity of selves'. In order to understand this concept better he relates it to the 'situated activity system'. The writer sees teaching as a 'situated activity system'. Once a person enters such a social setting Goffman (1961:117) contends that

"... he uses whatever means are at hand to introduce a margin of freedom and manoeuvrability, of pointed disidentification between himself and the self virtually available for him in the situation."

It would seem that if the person did not have any other roles to hand, which formed a part of his identity, the ability to express some distance, as Goffman intimates, would be extremely difficult. In the 'situated activity system' it would appear that, instead of the persons starting with a definition of the situation, they enter the 'situated activity system' where a particular "definition is in charge of the situation" (Goffman, 1961). What appears to complicate matters is that within each 'situated activity system', individuals who have key roles to play within the system are provided with a way of being, an assured identity with which others within the system can identify and interact. In each 'situated activity system', Goffman (1961:116) contends that the role-distance can function in two ways. It is this writer's belief that teaching, being a 'situated activity system', allows scope for the manifestation of these expressions of distance :

"First by not demanding the full rights of his position, the individual finds he is not completely committed to a particular standard of achievement ... Second, it appears that social situations as such retain some weight and reality in their own right by drawing on role distance - on the margin of reservation the individual has placed between himself and his situated role."

The writer believes that Goffman has identified clearly a way of responding to imputed characteristics associated with certain roles. Further, it would appear that this distancing one's self from the totality of the role is problematical, confusing and psychically stressful, especially if an individual is both committed and attached to the role. In order to deal more skilfully with aspects of the role imputed by society, teacher educators must be able to identify those aspects of the role which cause most conflict and distancing. By assuming the position of 'teacher' society imputes to those

entering this role an entire self based upon a stereotypical representation of their role performance and interaction. Society imputes to such positions a certain kind of attitude, personal characteristics and particular role obligations. These imputations tend to create identities waiting for incumbents to enter them and fulfil the expectations of others involved.

It would seem that not only does society impute characteristics of behaviour to a role, but institutions tend further to narrow the typification by prescribing certain modes of job performance, as well as that incumbents be certain types of people. By defining values, rewards, recognition and penalties, the organisation or institution defines the situation for whoever enters as a qualified member.

In choosing the role of a teacher, it would appear that the attributes associated with the role were sufficiently attractive to motivate the choice to assume the role. Yet once the person is committed to the role, the expression of distance is displayed in some way or another. Role selection usually allows a person to behave in a manner compatible with self. The question therefore arises as to whether the role of teacher allows enough latitude for a great variety of individuals to portray a self most consistent with their self-concepts.

In selecting the role of teacher the person may not be aware of the latitude allowed in the portrayal of the role, and the time lag between the initial choice and the assuming the role may see great changes in personality, and therefore great changes in attachment to the role. Financial obligations enforce the taking on of the role which may have lost its initial attraction. This leaves great scope

for the expression of role distance, because the personality does change and identity does shift as people mature and gain insights into their self and its growth.

The concept of the self appears to be stable while identity sees change which goes with the taking on or the leaving off of various roles. In the situational context, situational identities are used as a shorthand for various roles and this typificatory shorthand leaves out the depth and width of human experience in which the self seeks recognition, acceptance and expression.

SUMMARY

The writer wanted to show how intricate the expression of role-distance really is. This complexity was explained by showing the conceptual links between the concepts of self, identity, personality and roles. The performance of a role is not an arbitrary action, it is to a great extent a quest for identity and the realisation of the self concept. There were clear links between the interactional situation and the way roles are expressed, and these to a great extent allow individuals to create an identity-within-role. Role-conflict and role-distance were seen as part of a process whereby the person within a role seeks to preserve some semblance of a self while denying some of the attributes associated with the role. Role-distance was seen as part of role-conflict, all of which have within their expression a measure of distancing. The situated activity system was related to role-distance and the writer linked the teaching situation as a situated activity system in which role-distance took place. The writer also wanted to show that the concept of the self remains fairly stable while identity shifts with the roles we assume.

CHAPTER FOUR

INTRODUCTION

Our motivations in choosing certain roles seems to stem from a multiplicity of psychological needs which could be described as primary (physiological) or secondary (social) needs. But needs are not merely personal and primary or just secondary and social. There appears to be a powerful interplay between the two designated areas resulting in a complexity of idiosyncratic behaviour. Dewey (1922) indicated that individuals are naturally active in their respective environments. These environments determine to some extent the nature of the activity, the various positions and the role performances. It would, therefore, be limiting to impose upon role enactments preconceived physiological or psychological theories. Symbolic interactionists adopt the view that 'motives' and 'needs' flow from social interactions and that, as actors within the social fabric, we consciously and purposefully assume and enact certain roles. Further, this role performance is an active stance rather than a passive response. We tend to modify, interpret and create the roles we assume in various settings using a symbolic system called language. These roles and their symbolic clothing tend to shape our self-concepts as we interact with others confirming their and our own identities. It is this perspective that the writer assumes when investigating role-distance. The perspective does have the effect of influencing the method chosen for the research in this area.

RESEARCH STRATEGY

The research strategy chosen for this investigation will be quantitative and qualitative. In the latter, the researcher has contact as an ongoing enterprise between himself and the individuals within the situational context. Morwood (1982) used quantitative methods similar to those proposed by the writer, as part of the triangulation. His research into teachers' attitudes towards their professional roles used exclusively quantitative methods and at the end of his research he says (p.189) :

"Many of the problems and questions that it was hoped to solve remained unanswered and unsolved. It seems that the pond has been merely agitated and more problems brought to the surface."

The use of quantitative methods on their own do not always seem to result in validated, reliable facts upon which generalizations can be built, but they nevertheless seem to yield information which represent important insights. When these insights are validated by qualitative methods as part of a research strategy, they gain added importance.

Despite the many recent critics of quantitative methods of research, the critics must concede that the quantitative approach yields important information which can be used to augment any other data gathered in the research programme.

Cohen and Manion (1982:16/17) give two important criticisms of the positivistic/quantitative approach to social science. They indicate that this criticism comes from within the ranks of the positivists themselves :

"The first is that it fails to take account of

man's unique ability to interpret his experience and represent them to himself. Man can, and does construct theories about himself and the world; moreover he acts on those theories ... Secondly, the findings of positivistic social science are often said to be so banal and trivial, that they are of little consequence to those for whom they are intended, namely teachers, social workers, personnel managers and the like."

At the heart of these criticisms is the insight that Halpin (1966:47) gives when he says :

"... facts about living things are more highly personal than the facts about the inanimate world."

It is not the intention of this paper to explore the epistemological cleavage between the normative and interpretive (Cohen and Manion, 1982:24-28) approaches to studies of the situational context; the intention is rather to identify the methods adopted and give a reasonable statement for the choice.

In summarizing the important elements in the normative approach we note that this approach is concerned with a product, largely dependent upon statistical relationships which flow from a purely objective approach. Matthews (1983:35) quoting from Campbell's address to the American Psychological Association, indicates that the opinions of those whose work rested solely in quantitative data has shifted, so that Campbell could say

"If qualitative and quantitative evaluations were to be organised on the same programmes, I would expect them to agree. If they did not, I feel we should regard it as possible that the quantitative was in error."

This does not imply that the one method is superior to the other. It does suggest that a particular method should be used when undertaking

an investigation where the data, expressed in quantitative form, will not yield the depth of insight as an analysis in qualitative terms. Different methods yield 'distinctive insights' (Cohen and Manion, 1980, 206) and this necessitates the choice of methods applicable to the context. Both quantitative and qualitative research seek to understand social phenomena. The difference really lies in what they do with their data once they have collected it.

Despite the somewhat negative attitudes displayed toward quantitative research, the strategy for this research will be both quantitative and qualitative. Both approaches can yield important data despite the apparent differences so obviously apparent in the approaches.

Whenever research is mentioned, it is assumed that data will be collected under rigid control experimental conditions and transformed into tables that yield a statistical verity. Capra (1982:42) saw the worth of this approach to research, but also saw the dangers inherent in such an approach if it were to be used as a sole means of testing a hypothesis. Using physics as a branch of science to validate his perspective, he says :

"Twentieth-century physics has shown us very forcefully that there is no absolute truth in science, that all our concepts and theories are limited and approximate. The Cartesian belief in scientific truth is still widespread today and is reflected in the scientism that has become typical of our western culture. Many people in our society, scientists as well as non-scientists, are convinced that the scientific method is the only valid way of understanding the universe."

Part of this perspective, indicated by Capra, was the reductionists' approach to phenomena encountered in the world, which included man and his behaviour. The extreme reductionist's approach to man resulted in his reducing mental phenomena to behavioural patterns which are

then related to physiological processes subject to the laws of physics and chemistry. Quantitative experimentation on animals developed learning theories which adhered closely to the mechanistic views of behaviour. The vibrant world of interaction seemed forgotten in such a system.

The world of education appears to be rich in the qualities of human interaction and this 'universe of discourse' does not lend itself easily to the tools of reductionists' techniques and statistical manipulation. Steiner (1922 :14) saw the thrust of 'objective science' and the direction in which it could take society. He saw a trend, a process of the reification of science and the scientific approach;

"... science led an existence among men which it defined as 'objective'. It drummed into people in every possible key, that it was to be respected as 'objective' science. ... this objective science was going about human beings ... strutting around in their midst ... and manhood has no kinship with this cold, objective, bolstered-up creature."

Cohen and Manion (1981:13) quoting Kerlinger (1965) indicate in part the scientific method. He states that

"What is important is the overall fundamental idea of scientific research in a controlled rational process of reflective enquiry..."

These authors go on to reveal some of the most telling critiques of the scientific method. They state that (p.15)

"The justification for any intellectual activity lies in the effect it has on increasing our awareness and degree of consciousness. This increase, some claim, has been retarded in our time by the excessive influence the positivist paradigm has been allowed to exert on areas of our intellectual life."

QUANTITATIVE AND QUALITATIVE RESEARCH

Since this writer's research concerns itself with man's ability to interpret his experiences and give them meaning, it would appear that the methods adopted for the research would tend to unfold these meanings. Clearly, the quantitative method alone would not be able to yield all the necessary data vital to research. There needs to be a balance between a quantitative, objective stance and one where researcher stands not as a subject-object in relation to his world, but rather also as subject-subject. It would appear from this that quantitative and qualitative methods need to be used.

Sevigny (1978:3) sees the task of the qualitative researcher as one in which an attempt is made to

"... capture what people say and do as a product of how they interpret the complexity of their world."

This investigative field includes the viewpoints of the participants within role-sets, their attempts to integrate their self-concepts into a role-performance which is at once consistent and rewarding. These distinct points of view give qualitative research its complementary aspect to the quantitative method. Matthews (1983:47) in examining the emergence of qualitative research uses Patton's (1980) insight when she says,

"... the increasing consciousness of the world is complex and not always manipulable according to one's wishes ..."

and that the days are gone 'when the answer to every evaluation problem' could be found through 'the administration of a standardized

test to experimental and control groups." Habermas (1971) felt that science had lost its aura of eliteness and its sense of sacredness and that today people were questioning some of the assumptions upon which it was based.

In adopting methods for research strategy there arises the necessity of following carefully the guidelines developed and outlined within such a paradigm. Qualitative research has grown appreciably since its inception and has given rise to a number of approaches, each approach revealing new insights. Despite the variety of approaches, they all seem to share some common ground. Cohen and Manion (1981:16) see this commonality in the shared view that

"... the social world can only be understood from the standpoint of the individuals who are part of the ongoing action being investigated; and that their model of man is an autonomous one ..."

The theoretical basis for this stance seems best articulated by phenomenology as practised by ethnomethodologists and symbolic interactionists. Lofland (1971) sets out a well-developed guide for qualitative research. It is decidedly humanistic in its injunction to "get close, to be factual, descriptive and quotive", so that one may be able "to represent the participants in their own terms." (p.4)

By faithfully reflecting the ongoing interaction of the participants within a setting the researcher may be able to reveal the various viewpoints. Lofland (1971:4) sees this approach to researching social settings as being especially valuable :

"Since a major part of what is happening is provided by people in their own terms, one must find out about those terms rather than impose upon them a preconceived or outsider's scheme of what

they are about. It is the observer's task to find out what is fundamental or central to the people under observation."

Lofland indicates too that the process of observation is not simplistically conceived, since both the participant and observer "order and pattern their activities (p.7)"; and that in order to capture the meanings of these patterns "in their own terms, one must learn their analytic ordering of the world." This Lofland calls 'the first principle of qualitative analysis'.

Lofland suggests six stages for observation and analysis (p.14-15):

Acts	Action in a situation that is temporarily brief, consuming only a few seconds, minutes or hours.
Activities	Action in a setting of more major duration - days, weeks, months - these constitute significant aspects of a person's involvements and interaction.
Meanings	Verbal production of the participants that direct and give meanings to the action.
Participation	A person's total involvement in, adjustment to the situational context.
Relationships	The interrelationships among several persons who interact in the situational context.
Settings	The entire setting under review which is conceived as a unit for purposes of analysis.

Lofland (p.15) explains further that an analysis of each of these areas of focus should yield a distinction between social phenomena depicted as being of a static nature or 'sequences through which a phenomena passes over the course of time'. This static versus phase analysis is viewed as "the major internal principal of organizing the explication".

Patton (1980) bases his approach in qualitative research on the

anthropological tradition. He acknowledged the value of the qualitative approach and saw its roots embedded in the "notion of 'verstehen'" where emphasis is placed on "the human capacity to know and understand others through sympathetic introspection and reflection from detailed description and observation".

Patton's (1980) approach is to be considered within a framework that is holistic. This would imply that data be gathered 'on any number of aspects of the setting under study' so that as complete a picture be put together as possible. It should also, furthermore, be inductive so that important elements can surface without undue pre-suppositions prejudging events as they unfold.

The strategy should also be naturalistic so that the researcher can 'document and understand the day to day reality of the setting under study', without attempting to control the variables and the direction of developments. These three phases of investigation are to some extent congruent with three sources of data upon which qualitative research can rest :

- (a) Direct observation
- (b) Human speech
- (c) Products and documents (Matthews, 1983:75-76)

In the first instance the researcher becomes the 'research instrument' and tries to get as close to the participants as possible where the meanings attached to actions and outcomes.

In the first phase, data is gathered on expressions of human thoughts; both formal and informal expressions are a valuable source of information. Matthews (1983) indicates the need to compare the more

formal statements with the informal, the latter often a more natural expression of being. The researcher must seek for a framework in which people and their expressions can be located, so that their points of view can represent as accurately as possible, the reality structures within their experience. The researcher will need to be able to enter the thinking, feeling and willing nature of those expressions articulated by those who interact within the role-sets.

The second case would include in-depth interviewing. Interviews which open a phase of observation, interviews which close a phase of observation. The researcher may also seek feedback as an ongoing process. All this data will need to be analysed so as to ascertain if any patterns are available for further analysis. These multiple approaches and openness toward the data help to counter a distortion which could occur within the scope of a single approach.

In the third instance, the researcher should have access to a fund of information which is contained in products and documents. These constitute a written reflection of the communications within an organisation that support the structures and processes. Some researchers advocate other ways of gathering information with the use of audio, video and photographic devices which then augment the products and documents relevant to the context.

This use of more than one means of focus upon the subject is sometimes referred to as triangulation. Cohen and Manion (1981:51) support this approach. They indicate that

"Multiple measures of a concept or multiple observations of a phenomenon will result in a more rounded and accurate view of these aspects of

reality than will be the case with conclusions based on a single criterion measure."

There are various kinds of triangulation (Cohen and Manion, p.52) and the writer has for the purposes of this research elected to use the following three methods for gathering data : The Twenty Statement Test; Questionnaires and Interviews.

THE TWENTY STATEMENT TEST

In attempting to understand role-distance within the concept of role-conflict it would be helpful to see the components which contribute toward analysing role-enactments. Zurcher (1983:226-237) attempts to identify these components and arrives at a useful insight which the writer will modify and use for exploring role-distance.

Zurcher (p.226) sees identity as the central organising component within a role enactment. He sees this component as being central in that it receives from social settings the expectations of how one ought to act; it also receives from the self-concept, as a social object the focus of the person as an 'I', which processes and organises in its search for autonomy, flexibility and consistency. The design of the model for this study (Fig. 1) would agree with Zurcher. Ruddock (1972:123) tends to support this idea, too. He feels that

"Relationships that bring perspectives and identity into question ... they are dramatic, fraught with consequences, uncertain in outcome."

Zurcher links these uncertainties together and provides a key to the possible understanding of how one component of a role-enactment can

illuminate the dynamics of the others.

Zurcher (p.228) explores the various role-enactments of various people in various social settings. It is the writer's contention that his observations, ranging over many disparate roles can effectively be used to understand the teacher's role-enactment and role-distance. Figure 2 (page 6) attempts to show the complexity of the teacher's role related to three basic areas of role-enactment, namely: personality, order, instruction. In each of these areas some conflict may occur.

In the areas designated 'Order' and 'Instruction', teachers may be pressured to enact roles which would include actions inconsistent with their self-concepts. The often dislocating nature of the fragmented use of time in the classroom may cause teachers to be in a time-warp, away from the 'normal' social world. Some teachers may become discontent with the roles that closely mirror self-concepts. Their expected behaviour becomes institutionalized and the expectations are no longer congruent with the way the self is experienced.

Furthermore, from the stance taken by the symbolic interactionists, people seek to realise in their specific situational contexts, their identities which reflect their feelings toward these situations.

"They try to effect a compromise between how they want to present themselves and the presentation they perceive others to expect of them. They manage that 'impression' (Goffman, 1959) usually hoping to shape the situation, more than it shapes them. If the situation permits, they work to make rather than take roles."

(Zurcher, p.229)

Sometimes teachers, especially beginning teachers, have few

opportunities to negotiate their identities; it is often delineated for them in the socializing process (Denscombe, 1984). They have the freedom to 'play' at the role of teacher in all three facets (Fig. 2); thus effectively conforming to all the expectations, while at the same time effectively maintaining their self-concept, never allowing the performance to contaminate the person. Most teachers seem to negotiate an identity as a compromise between what they really want to be and what the constraints of the imputed role levels upon them. Sometimes teachers 'manage' their identities and display all the emotions appropriate to the role. These displays of feeling are usually acceptable to themselves and all those within the role-set. Often when the expectations of diverse groups are too disparate and the tensions generated in the role enactment too severe, teachers may quit, thus eliminating the tension, including identity.

Before the Twenty Statement Test is examined, the writer wishes to add two further observations which have a direct bearing upon the decision to use the test.

Firstly, Zurcher (p.231), quoting Turner (1978), lists the several circumstances in which we are likely to merge 'person' with role; these are :

"... others identifying us with a particular role, the degree of our discretion in enacting the role, the positive evaluation of the role by others; our ability to enact the role positively; the amount of time and effort we invest in the role enactment; the sacrifices we make in order to enact the role; the degree of our unresolved role strain, and the benefits we gain from the role enactment."

Clearly, when these conditions are optimal, either singly or in

combinations, the role will become attractive and little role-conflict will be experienced and role-distance will be eclipsed. How deeply a role serves a person for the manifestation of an identity, the more value such a person will place upon the role enactment. This will include, too, the degree of conformity, conflict and ambiguity the person will tolerate for the sake of the identity bestowing role.

The second observation relates to a concept developed by Zurcher (1984:232) based on an observation made by Mills (1940). In this observation he says

"... people are obliged to verbalize their motives, including reasons for particular role selections and enactments, when significant others in a specific setting challenge their choices as being unclear, incompletely enacted, unfamiliar, unexpected, inappropriate, deviant, or ineptly novice ... Those challenges and queries are not unusual or infrequent ... By direct and indirect question, comment, gesture or other kinds of cues, people solicit and provide meaning to role enactments."

These 'reasons' says Zurcher, are really 'internal conversations' or even 'persuasive vocabularies' that arise to clarify to the actor the way others perceive their roles and the motives for role enactments. These verbal justifications are referred to as Vocabularies of Motive. These vocabularies of motive are active especially when a person is negotiating with significant others an identity-in-role. Zurcher contends that these vocabularies can become 'internalized' to become Internalized Vocabularies of Motive. These vocabularies are powerful as they can motivate a person to expand a role enactment and so change self-concepts and identity. An illustration of how this mechanism operates in teaching is salutary.

A very bright, intelligent young male chooses to become a Primary School teacher instead of going to Engineering School, for which he would be equally suitable. He responds to queries by stating that a teacher's role allows him to become a 'balanced' person serving a community directly by being involved with children and the future. The teacher's role is quite different from the other roles he is called upon to enact and therefore represents a satisfying role-enactment within his role repertoire.

The query allows him to verbalize his motive. He then internalizes these motives in the concepts of 'balanced' and 'service' and 'future community'. Thus, the verbalised motive becomes internalized and part of how he perceives himself (self-concept). The idea of being 'balanced' etc. becomes a motive; "It is now part of the unique way he organises his role repertoire." (p.233).

From a symbolic interactionist's perspective, people tend to 'make' roles and because of this tendency they need to give meaning to the enactment of the role. In order to do this, the internalized vocabulary of motive is used, because it allows the person to share with others within the role-set, understandings which underpin their respective role enactments. This process is in many ways a dialectic process, where the person makes the role and to some degree is also made by the role.

In order to arrive at some understanding of the way a person perceives his role, Zurcher (p.235) indicates that we can use the Twenty Statement Test.

"The Twenty Statement Test asks respondents to

answer the question, "Who am I?" twenty times, and can be scored by assigning the responses to one of four categories - physical, social, reflective and oceanic. The kinds of statements elicited by the T.S.T. provide some indication of the individuals' self-concepts, dominant roles and internalized vocabularies of motive. The physical responses suggest self-perceptions ... Social responses ... are especially informative about dominant roles ... The contents of internalized vocabularies of motive are most fully revealed by reflective T.S.T. responses ... Oceanic responses ... can indirectly be informative about dominant roles and internalized vocabularies of motive."

The writer proposes to use this test to probe the vocabularies of motive so that the role enactment can be read as revealing aspects of the person (self-concept) or revealing some conflict and distancing. The test will also be used to test whether the role enactment reveals the dimensions of attachment and commitment.

The T.S.T. will constitute one aspect of the research method. The second method will be the use of a structured questionnaire. This will be based upon questions which will seek to uncover how teachers merge their self-concepts with their roles and to what extent role-distance is expressed within the process of negotiating identity-in-role. See Appendix 4 for questionnaire.

DESIGN OF THE QUESTIONNAIRE

Turner (1978) indicated nine factors which he believed singly and collectively served to create circumstances in which individuals would be more likely to merge 'person' (self) and the role. They are listed as follows and adapted to the teacher's role :

1. The positive evaluation of the teacher's role by others.

2. The ability to enact the teacher's role positively.
3. Others identifying us with a particular role (teacher).
4. The degree of our discretion in enacting the teacher's role.
5. The amount of time and effort we invest in the enactment of the teacher's role.
6. The sacrifices teachers make in order to enact the role.
7. The publicity accorded to the teacher's role.
8. The degree of unresolved role strain.
9. Benefits derived from the role of teacher.

The writer feels that should these factors be present a positive identification with the role could possibly ensue, while, if some or all of these factors were missing then the chances are strong for some form of expression of role-distance. These nine factors were subjected to scrutiny by two teachers and one lecturer for judgment. Category 1 and Category 3 were felt to be too close for any real distinction to be made. The writer felt it necessary to keep them as discrete categories since Category 1 was on a positive scale of evaluation, whereas Category 3 is more closely tied in with identification and therefore raises the question of behavioural expectations.

Using these nine factors, questionnaire statements were composed comprising 70 items; statements regarding the teacher's role under each category. The questions were randomized with positive and negative statements interspersed. The respondents will be asked to respond on a five point scale to each statement : strongly agree, agree, undecided, disagree, strongly disagree.

The responses will be analysed to ascertain the positive and negative

responses toward the circumstances which relate to the teacher's role. If a negative response is recorded in an item of positive expression it would tend to reflect a distancing in that item under that particular category. Where a positive response is recorded in an item of negative expression it too will be treated as an expression of distancing, but this distancing would relate more to a 'commitment' than 'attachment' to the role (Chapter Three).

The third method will be to interview a sample of the teachers who have answered both questionnaire and Twenty Question Test. It is hoped that this form of triangulation will yield sufficient data that will throw some light on the expression of role distance.

INTERVIEWS

The writer conducted interviews with teachers from each group. These interviews were completely informal where the writer raised a number of key issues related to the responses found in the Questionnaire and the T.S.T. In many ways the interviews were of such a nature that they could be called 'focused'. Cohen & Manion (1980:244) quoting Merton & Kendall, say that

"In the focused interview, the interviewer can, when expedient, play a more active role: he can introduce more explicit verbal cues to the stimulus pattern or even represent it. In either case this usually activates a concrete report of responses by informants."

The writer was aware of the problems associated with the using of interview material as a research tool, especially in so far as validity is concerned. Because the writer was not able to prove to any great degree the validity of the other two measures used in this

research, convergent validity could not be introduced to validate the data obtained using the interview. The writer felt that the interviews did much to validate the data yielded by the T.S.T. and the questionnaire.

The techniques of content analysis and the identification of the areas of focus within the hypothesis allowed the writer to focus on the areas in which discussion would take place. Through the responses the writer was able to test the validity of the hypothesis, that the role of teacher is one which distance is experienced and also, a plethora of responses raised further issues to be analysed.

TEACHERS, SCHOOLS AND LANGUAGE GROUPS

The questionnaire and the T.S.T. were submitted to 90 teachers for their completion. It was not a random sample, but rather an opportunity sample. Originally it was hoped to have teachers from different race groups participate, but the social-political unrest in the Western Cape made this impossible. All the teachers who responded are employed in state schools, primary and high schools, both English medium and Afrikaans medium. A total of 90 questionnaires were distributed of which the writer received back 77 - 20 from English high schools, 19 from English primary schools, 20 from Afrikaans high schools and 18 from Afrikaans primary schools. There was no subject bias nor was there a predominance of Junior Primary teachers among the primary school teachers. The following tables indicate the relevant data relating to the teachers :

- (1) 34 Male
- (2) 43 Female
- (3) 43 With Education Diploma only
- (4) 34 With degree and Diploma
- (5) 46 Married
- 20 Single
- 11 Divorced or Widowed

Dependants:

- (6) 43 had none
- (7) 6 had 1
- (8) 14 had 2
- (9) 14 had 3
- (10) 3 indicated 4

Work experience outside Education:

- (11) 31 indicated they had
while
- (12) 46 had none at all.

It was decided to obtain responses of teachers from the two language groups because the writer believed that there may be a significant difference in the way in which teachers from different cultural backgrounds seek identity-in-roles. It is also felt that these perceived differences would find expression in role-distance.

The schools at which the teachers taught are all co-educational, suburban schools serving the various communities in which they are established. The schools are all located within the southern suburbs of the Cape Peninsula. The Afrikaans medium schools are in some respects isolated from the more populous Afrikaans-speaking communities found in the northern suburbs of the Peninsula. In many respects the teachers within the Afrikaans-speaking group appear to have a clear sense of their cultural identity, which often has religion as its focal point. This to some extent may influence the research process, as many of the English-speaking teachers do not have

or share this strong sense of community. To say that English-speaking teachers do not possess some sense of identity would be inaccurate, as many would express a strong sense of identity toward a broader 'South Africanism'. Teaching appears to be a conservative profession (Peters, 1964) and the writer does not anticipate too radical a shift from those broadly-based norms and standards endemic within our society, from either group of teachers.

All the schools, their buildings, grounds and equipment were in a good state of repair with clean walls, grounds and corridors. The pupils were all neatly dressed in their various school uniforms. The equipment was all in good repair, and the facilities were most adequate. None of the schools was overcrowded and the staff-pupil ratios were approximately 28:1.

The questionnaire came at a time when most teachers were faced with the end-of-year examinations. This, too, may influence the responses. The writer wished to have the responses completed at this particular time so that the teachers could possibly see their roles in clearer perspective, relative to the multiplicity of functions they perform. The end of the academic year is for most teachers a time when they hope to see the results of their efforts in trying to fulfil that aspect of their roles they, their pupils and the parents may deem to be the most important - their instructional role.

The writer did not press for responses to the questionnaire or the T.S.T. Of the 77 teachers that responded, 3 teachers did not complete the T.S.T. One teacher wrote across the page that there was no time to complete the T.S.T.! The writer was pleasantly surprised

by the willingness with which most of the teachers participated, their courtesy and messages of encouragement on the answer sheets were appreciated.

(a) Motive talk, T.S.T. and Questionnaire

Because of the extremely tenuous nature of the relationship between outer actions and inner intentions, we need to distinguish between what is considered as motivation and what is construed as motive.

When people encounter one another, or when they individually reflect upon their actions, a key feature is 'talk' about motives. This talk can be an internal conversation, a written statement (public or personal) or it can be verbalised. Mills (1940) expresses the essential nature of vocabularies of motive in the following way :

"Motives are imputed or avowed as answers to questions interrupting acts or programs. Motives are words ... they stand for anticipated situational consequences of questioned conduct. Intention or purpose is awareness of anticipated consequence; motives are names for consequential situations and surrogates for actions leading to them."

Having scrutinised the responses to the Twenty Statement Test, the writer feels that it did successfully probe the 'motives' which were imputed or avowed to questions. This was so because both questionnaire and T.S.T. served as an interruption in teachers "acts and programs". The writer therefore proposes to use the T.S.T. as a basis for ascertaining the dimensions of expressions of role-distance. This process of scrutiny will be balanced by reference to the statistical analysis of the questionnaire.

(b) Preliminary Observations on T.S.T. and Vocabulary of Motive

After scrutinising the T.S.T. it became clear to the writer that the creation of four categories for purposes of analysing the responses would not do justice to the category labelled 'reflective' (the other categories suggested by Zurcher were 'physical', 'social' and 'oceanic'). Many of the subjects were not content to merely reflect upon their role as teacher in its social aspect, and the demands of the role. It was found that 20 teachers were content to remain unreflective; some of these did not manage to complete the T.S.T. Of the 57 teachers who did venture to present statements that were reflective, 40 did complete all twenty statements, one ending with the 20th statement, "I am tired".

Of the reflective statements the writer feels that these responses did reveal to what degree the subjects would merge person and role, how they saw 'identity-in-role' as well as some revealing statements about self-concepts and role. The writer will attempt wherever possible to use the statistical data from the questionnaire to shed more light on the issues under discussion.

STRATEGY FOR T.S.T., QUESTIONNAIRE AND INTERVIEW MATERIAL

In order to pull the T.S.T. and questionnaire closer together, the writer will categorise the reflective statements from the T.S.T. employing the same categorisation as was applied to the questionnaire, based on Turner's (1978) nine categories, indicated in Chapter 4 (p.89). Reference will also be made to the structural social realities of power, status and economics to attempt to show that roles

are inextricably linked with the macro level. The questionnaire and the statistical analysis will then be described in more detail as it sheds light on the way the two language groups responded to the research. Lastly, interview material will be included to complete the triangulation process.

SUMMARY

Research strategies should be adapted to suit the subject being investigated and that not one method could be held up to be more important than another. The writer looked at both quantitative and qualitative methods, their advantages and drawbacks and proposed that, for the purposes of the research, both methods be used to form part of a process of triangulation. The Twenty Statement Test is reviewed and its uses advocated as well as the design of the questionnaire and the proposal for interviews to form the third aspect of the triangulation process.

The teachers, relevant details relating to them and the schools they teach in, is introduced so as to provide a background for the analysis of the data.

CHAPTER FIVE

PART I

CONTROL AND INSTRUCTION - THE MICRO LEVEL

Without adequate control in the classroom teachers find their instructional roles under threat. Hargreaves (1972) saw that it was practically impossible to avoid these two aspects of the teacher's role. The teacher's self-image and identity is closely linked with this vital aspect of the role. The pressure to 'keep order' and instruct is powerful and arises outside the classroom where power, status and economics are encountered; (from subject heads to inspectors and even to industry). Quite apart from these pressures from outside the classroom, if the teacher is to survive, she will need to be able to control the class and to be able to instruct. The ability to perform the role of teacher positively relates strongly to these two aspects of the teacher's role (see Fig. 2).

An analysis of the Twenty Statement Test revealed these two aspects of the teacher's role to feature prominently in the statements; 56 statements were directly related to the instructional role, while 60 other statements related to the instructional role were encountered, ie. guide, leader, counsellor, organiser, motivater, inspirer, evaluator. Control and discipline statements were found to feature heavily, too; 36 statements directly seeing the role as embracing that of disciplinarian. Numerous other statements related to the notion of control occurred too, ie. policeman, judge, executor,

neatness control, standards enforcement, respect and example. Very few responses did not include some reference to either of these two aspects of the role. Among those responses that were largely unreflective, the centrality of these two aspects of the teacher's role still emerged. It would be tedious to reproduce all the responses to the T.S.T. A few, given below, may give an indication of the sequence and the variation of the responses. These examples are taken from both language groups, with the Afrikaans in translation. The statement number is given in brackets.

EXAMPLE A

- (1) I am an instructor
- (5) I am a coach of sport
- (16) I am a pacifier
- (19) I am someone who believes discipline facilitates learning

In EXAMPLE B the teacher used the first six statements to identify what was taught.

- (1) I am a Maths teacher
- (6) I am a standard teacher
- (9) I am the occasional offerer of advice

In EXAMPLE C the teacher listed in detail 20 tasks for which he was responsible and the committees on which he sat. One statement, the first, related to the instructional role. Other statements showed him to be deeply involved with monitoring and upholding the

discipline and structural arrangements of the school.

EXAMPLE D

- (1) I am a policeman
- (2) I am a shopkeeper
- (5) I am a bus driver
- (11) I am an administrative official

The list covered all the possible sub-roles associated with the day-to-day activities of being a teacher. Many teachers indicated their awareness of the multi-faceted nature of their roles.

EXAMPLE E will be quoted in some length because it is illustrative of the sort of unreflective statements the writer received.

- (1) I am a teacher
- (2) I am an educator
- (3) I am an organizer
- (4) I am a fund-collector
- (6) I am a coach
- (7) I am a speaker
- (10) I am an evaluator
- (16) I am a planner

Most of the unreflective responses were perhaps indicative of the level at which many teachers perceive their roles. They have identified with that 'pragmatic self' (Pollard, 1980) rather than the 'ideal self'. It appears to be brought about by a recognition of the differences that exist between the 'self' and the role as defined by

the situation, and the 'distance' Goffman speaks of is visible. It is visible where after 19 unreflective statements one teacher distanced himself by writing

"I am someone who believes my role is to encourage the value of love."

Another teacher distanced himself by seeing himself obliged to engage himself in his instructional role despite his reservations as to the nature of the content.

"I am obliged to work towards examinations which to a large extent determine the nature of what is taught."

One teacher expressed considerable distance with regard to the instructional aspect of his role. In four statements the following was said :

"I am expected to complete the syllabus for my subjects"

"I am also expected to be innovative in my subjects"

"I am also expected to explore areas of my subject, other than the core syllabus""I am aware that it is very difficult to achieve the above."

Clearly this experience of being constrained to enact roles which in some ways contaminate the self and its identity results in considerable tensions, the resolution of which is seen in role distance. The following statement reveals some of the conflict experienced.

"I am aware that the syllabus I am teaching is hopelessly out of date, but I must be enthusiastic."

A possible resolution of this conflict is seen in the method used by some teachers: A domestic science teacher stated,

"I am for informal teaching ... they learn more through open discussion than being pumped with information"

while a primary school art teacher said,

"I am becoming more of a therapist than a teacher and think in terms of pupils becoming whole-hearted."

Another teacher with 32 years of teaching experience expressed his anger at the instructional role in which he was cast this way.

"I am incensed by the fact that we do not teach our children how to study - this forces them to be dependent on teachers."

Earlier, one of this teacher's statements showed why he was angry in the way he was.

"I am exasperated by the inability of the 'system' to cater for the needs of our children ... our education and their education seem two different things. Whose education is it?"

After 18 statements of a positive nature a married woman teacher with 13 years experience stated,

"I am someone who objects strongly to a set syllabus (in context) and tries as often as possible to break away from it."

These expressions of distance in terms of those attributes associated with the instructional role seemed to be associated with the processes of 'syllabification' and its imposition within the instructional area.

In an interview with a teacher in a high school the problems of 'syllabification' was expressed as the result of a 'split' and this 'split' was not confined to the manner in which the syllabus was

encountered by the pupils, but also by teachers. After a brief discussion about the fragmented day, the writer asked :

M. "How does this fragmentation affect you and your role?"

T. "This fragmentation could well be a manifestation of a split - call it left-brain, right-brain orientation. Our curriculum grotesquely emphasises left brain orientation - um - how must the child experience a day where sudden switches are made from creative writing to accounts - and then a little later to science. Teachers too, having to switch from formal grammar in one period to poetry in another, and this switching goes on all day."

These expressions of distance were not confined to one language group.

After 9 statements, deeply reflective of her role, one teacher responded,

"I am a teacher who works through the syllabus because it is prescribed, not because I believe it is the most important aspect of successful teaching." (Translated)

"Ek is 'n onderwyser wat sillabusse deur werk omdat dit voorgeskryf word en nie omdat ek glo dat dit die belangrikste aspek van suksesvolle onderrig is nie."

Another teacher at a junior school with ten years of teaching experience did not see herself as 'bound by the syllabus'. ("Ek is nie leerplangebonde nie.")

These two statements were the only ones to come from the Afrikaans-speaking teachers concerning the instructional role in which some reflection was evident.

The questionnaire contained eight items related to the instructional aspects of the teacher's role: namely, items 11, 13, 14, 29, 31, 59, 61, 69. The writer does not propose to discuss them all, but will discuss those felt to be of importance to the theme.

ITEM 11. "I see my instructional duties as being the most important in my task as a teacher."

The Frequency Variable Statistic revealed the following :

VALUE	FREQUENCY	PER CENT	VALID PER CENT	CUM PER CENT
1	7	9,1	9,1	9,1
2	26	33,8	33,8	42,9
3	5	6,5	6,5	49,4
4	35	45,5	45,5	94,8
5	4	5,2	5,2	100,0
	77	100,0	100,0	

TABLE 1

The responses show that although the vocabulary of motive in many cases expressed the centrality of the instructional role, these responses reveal that not all teachers felt the same about this question.

The cross-tabulation table below indicates the distribution of responses between the language groups with no significant differences at all.

	HE	PE	HA	PA	ROW TOTAL
1		1	5	1	7 9,1
2	6	8	6	6	26 33,8
3	2	2		1	5 6,5
4	11	7	7	10	35 45,5
5	1	1	2		4 5,2
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> <u>MIN E.F.</u>					
14,09961 12 ,2944 ,935					

TABLE 2

Item 13 looked at the way this instructional role was being organised or managed in terms of time and the experience of instructional time.

"The fragmented day (periods) gives teachers ample time to teach thoroughly in most subjects." (Reverse scoring was used for the purposes of tabulating the nine categories.)

VALUE	FREQUENCY	PER CENT	CUM PER CENT
1	12	15,6	15,6
2	30	39,0	54,5
3	9	11,7	66,2
4	25	32,5	98,7
5	1	1,3	100,0

TABLE 3

Once again there were no significant differences in the responses between the various schools and language groups, but clearly there was the indication among many that the fragmented day was not ideal. The cross-tabulation given below shows the distribution. It is noteworthy that 10 Afrikaans-speaking primary school teachers felt that they were satisfied that their instructional objectives were met by the fragmented day.

	HE	PE	HA	PA	ROW TOTAL
1	4	4	1	3	12 15,6
2	10	9	7	4	30 39,0
3	1	3	4	1	9 11,7
4	5	3	7	10	25 32,5
5			1		1 1,3
<div> <div>CHI SQUARE</div> <div>DF</div> <div>SIGNIFICANCE</div> <div>MIN E.F.</div> </div>					
<div> <div>15,02748</div> <div>12</div> <div>,2399</div> <div>,234</div> </div>					

TABLE 4

Another issue closely related to the instructional role is that of marking and preparation. One of the T.S.T. expressed it this way :

"I am constantly looking for easier ways of getting my marking load reduced."

Item 14 reads :

"Teachers spend an inordinate amount of time marking and preparing work."

Using reverse scoring on this item, the frequency variables revealed the following :

VALUE	FREQUENCY	PER CENT	CUM PER CENT
1	3	3,9	3,9
2	19	24,7	28,6
3	8	10,4	39,0
4	34	44,2	83,1
5	13	16,9	100,0

TABLE 5

With 61 per cent responding with an agreement to this item, the writer found that there were significant differences between the way the Primary and High School teachers responded as well as significant differences between the responses of the two language groups.

	HE	PE	HA	PA	ROW TOTAL
1	1			2	3 3,9
2	6		9	4	19 24,7
3		1	2	5	8 10,4
4	9	11	8	6	34 44,2
5	4	7	1	1	13 16,9
<div> <div>CHI SQUARE</div> <div>29,10701</div> </div> <div> <div>DF</div> <div>12</div> </div> <div> <div>SIGNIFICANCE</div> <div>,0038</div> </div> <div> <div>MIN E.F.</div> <div>,701</div> </div>					

TABLE 6

Clearly, High School teachers appeared to be concerned about the marking and preparation load and that it detracts from the attractiveness of the role. It is not just a question of marking and preparing, it is marking and preparing work which is largely based upon prescribed syllabuses, which appear to be restrictive and problematic for some, as will be discussed later.

The two language groups responded differently too, with Afrikaans-speaking teachers clearly not as troubled by this question as the English-speaking teachers. This difference could possibly find its cause as indicated earlier, being engaged in dealing with material that one has little appreciation for, and also perhaps because the compulsory nature of its imposition threatens the autonomous nature of being a professional. Since the curriculum is based upon National Christian principles, the Afrikaans-speaking teacher would have few qualms about marking and preparation, since it has to do with a sense of 'calling' more than with 'vocationalism'. There may well be other reasons which need to be probed. The questionnaire appears unable to uncover this aspect in greater clarity.

In order to ascertain the degree of commitment and attachment, item 17 of the questionnaire reads :

"Teaching is not often done wholeheartedly."

VALUE	FREQUENCY	PER CENT	VALID PER CENT	CUM PER CENT
1	2	2,6	2,6	2,6
2	13	16,9	16,9	19,5
3	5	6,5	6,5	26,0
4	41	53,2	53,2	79,2
5	16	20,8	20,8	100,0
TOTAL	77	100,0	100,0	

MEAN	3.727	STD ERR	.121	MEDIAN	4.000
MODE	4.000	STD DEV	1.059	VARIANCE	1.222
KURTOSIS	-.069	S E KURT	1.977	SKEWNESS	-.860
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000

TABLE 7

This item was stated in the negative and reverse scoring is used.

The Frequency Variables (Table 7) indicated that 74 per cent of the subjects agreed with this statement, and the cross-tabulation tables showed that both language groups felt the same way.

Afrikaans-speaking Primary School teachers appeared to be most aware of this aspect of role performance.

COUNT SCHOOLS

	HE	PE	HA	PA	ROW TOTAL								
1	1	1			2 2,6								
2	4	6	3		13 16,9								
3	1		1	3	5 6,5								
4	12	7	10	12	41 53,2								
5	2	5	6	3	16 20,8								
<table><tr><td><u>CHI SQUARE</u></td><td><u>DF</u></td><td><u>SIGNIFICANCE</u></td><td><u>MIN E.F.</u></td></tr><tr><td>15,96130</td><td>12</td><td>,1930</td><td>,468</td></tr></table>						<u>CHI SQUARE</u>	<u>DF</u>	<u>SIGNIFICANCE</u>	<u>MIN E.F.</u>	15,96130	12	,1930	,468
<u>CHI SQUARE</u>	<u>DF</u>	<u>SIGNIFICANCE</u>	<u>MIN E.F.</u>										
15,96130	12	,1930	,468										

TABLE 8

One could assume that the 'best' teachers teach wholeheartedly much of the time. A High School teacher of 13 years standing said in the T.S.T. that

"I am sure that some of the best teachers leave so that the mediocre (including me) remain."

Another teacher gave the following statement in the T.S.T. The writer feels that if teaching is not done wholeheartedly there is plenty of room for role-distance as seen in this statement.

"I am an agent of state authority and often have to wield this authority against my will."

Where there is little job satisfaction role-distance finds expression, as found in the following examples from the T.S.T.

Male, 45, three degrees plus diploma, 14 years' experience :

"I am disillusioned with teaching at present, as there is little education in it."

"I am trapped in this situation at present as alternative career opportunities at my age are few."

Male, 46, two degrees, plus diploma, 25 years' teaching experience:

"I am negative toward the present exam system."

If what is taught is determined by the examination system, as indicated earlier by one teacher, then the examination system sends its influence deeply into the field of curriculum. The same teacher who expressed negation toward the examination system made the following statement about curriculum:

"I am determined to influence change in the curriculum."

Female, 32, 12 years teaching experience, Higher Diploma in Education:

"I am frustrated with the lengthy syllabus, there has been little effort to keep up with the changes."

Male, 31, 8 years teaching experience, degree and diploma :

"I am distressed that I teach kids to read books when all they want to do is to watch TV."

Female, 26, 4 years teaching experience, degree and diploma :

"I am over-qualified (academically) for my work - it sometimes leads to frustrations.

("Ek is ooropgelei (akademies) vir my werk - lei tot frustrasies soms.")

Female, 40, 14 years experience, Teacher's Diploma :

"I am a teacher that thinks that my primary task is not just the forcing of knowledge (into the pupils)"

("Ek is 'n onderwyseres wat dink dat my primere taak is nie net die instop van kennis nie.")

There were other statements about this perception of the expectations of the role and the personal reluctance to meet all the prescriptions of the role. Many of the causes for this distancing seemed to be derived from the conflict that arose within the instructional role.

The resolution of a conflict within the instructional role was resolved by this teacher who had eight years of teaching before retirement. The writer asked the following question :

M. "How do you interpret your role as instructor?"

T. "I don't have difficulty interpreting this part of my role. I just try to communicate with children. I moved out of the senior classes and I now only teach Standards 6 and 7."

M. "Do you see this as a shift in the role?"

- T. "No, not a shift of role, but an emphasis of my primary role. We became alarmed about the matric pupils who seemed to have no foundations in the subject. So I moved out of the senior classes to the junior classes to provide foundations, knowing what was needed higher up."
- M. "Have you always seen your 'primary role' as clearly as this?"
- T. "No, it has grown over the years. Like many other young teachers I wanted to be the teacher of the Senior classes, because you seem to get noticed and have status if you were teaching the classes higher up. After a while I found that that doesn't matter too much."

The writer would suggest that this teacher was able to renew himself within a socially defined role and it gave him a new important sense of identity which flowed from his seeing his role contributing to the general well-being of the pupils.

Item 20 in the Questionnaire raises the question of the primary function or role of the teacher. It also raises the whole question of theory and practice of teaching and what it is teachers actually do, within the context of their classroom roles.

"Being able to relate to children is not central to being a good teacher."

Reverse scoring was used. Frequency Variables are given below in Table 9 :

VALUE	FREQUENCY	PER CENT	VALID PER CENT	CUM PER CENT
1	26	33,8	33,8	33,8
2	11	14,3	14,3	48,1
3	3	3,9	3,9	51,9
4	23	29,9	29,9	81,8
5	14	18,2	18,2	100,0
	77	100,0	100,0	

MEAN	2.844	STD ERR	.181	MEDIAN	3.000
MODE	1.000	STD DEV	1.590	VARIANCE	2.528
KURTOSIS	-1.674	S E KURT	1.977	SKEWNESS	.021
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000

TABLE 9

From these tables it is obvious that there was a wide range in the various responses from the subjects. The variation in response highlights clearly Hammersley's (1977) categories in Teachers' Perspectives. Hargreaves (1972:95) sees the teacher's classroom role clearly focused upon the instructional and control dimension. These two "spill over and fuse into one another and nowhere is this more evident than in interaction". Pollard (1985:33) maintains that order and instruction are only secondary interests-at-hand or 'enabling interests' which serve the primary interest, namely the 'self' or the maintenance of self-image. The writer would add the maintenance of self-in-role.

If Hammersley's categories are considered we may be able to account for the differences in response to this item within the questionnaire. If the one group of teachers identify closely with "a specialized authoritative role" which is legitimated by the curriculum based upon "agreed norms and standards" which leads to the emphasis of "product" and another group distinguished by the "absence of a distinct teacher role", where the emphasis rests on method within a wide "definition of the teacher's role with flexibility in control of pupils where process is the emphasis", then we could quite conceivably find a wide range of expressions of role-distance. The latter group mentioned would experience role-strain within an education system which imposed the more rigid parameters and expressions of role distance would feature within the instructional-control area of teacher behaviour. On the other hand, teachers who found the more conservative-authoritarian framework acceptable could possibly experience role-strain on a personal dimension where human responses are called for on a more intimate level. Of course, in between these two extremes occur those

who function within both systems and are able to cope, preserving for themselves some identity. The cross-tabulation tables given below indicate the differences in responses. Table 10 indicates the schools, Primary, High, English and Afrikaans. Table 11 indicates the two language groups.

COUNT SCHOOLS

	HE	PE	HA	PA	ROW TOTAL
1	12	14			26 33,8
2	6	4	1		11 14,3
3			1	2	3 3,9
4	2	1	12	8	23 29,9
5			6	8	14 18,2
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> <u>MIN E.F.</u> 67,01451 12 ,0000 ,701					

TABLE 10

	ENGLISH 1.00	AFRIKAANS 2.00	ROW TOTAL
1	26		26 33,8
2	10	1	11 14,3
3		3	3 3,9
4	3	20	23 29,9
5		14	14 18,2
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> 62,92648 4 ,0000			

TABLE 11

Closely related to the above is the question of evaluation.

An Afrikaans-speaking teacher with some 6 years experience felt that filling in the T.S.T. and questionnaire was to some extent difficult, coming as it did at the end of the academic year, when evaluation processes are in full swing. The translation follows. The actual transcribed interview is found in Appendix 6. This teacher indicated that the evaluation was about academic results, but then saw another area of concern, too. The writer became aware that the evaluation process as such drew the spotlight on to what it was teachers did in classrooms. If this teacher saw the child's personality as being of great importance, she must also have experienced considerable tension in performing her role as instructor which she saw as secondary. While needing the pupil's support in the instructional role, she also wanted them to see her interest in them as people with personalities!

M. "How did you feel when you completed the questionnaire and T.S.T. at the end of the year?"

T. "Seeing as it was at the end of the year, I felt that I was faced with the fact of what I had achieved and what I had hoped to achieve. It did not satisfy me. I wanted better results."

M. "If you speak of results, what do you actually mean, academic - or another area?"

T. "I felt frustrated when I saw what I had accomplished. I speak here of academic results, especially in this school, because it isn't always visible or apparent."

M. You have mentioned academic results, but is this the most central aspect of your role as teacher, that is - as instructor? Are you aware of other aspects of your role?"

T. "Yes. The academic is important, but for me the child's personality is more important, and I want to do something to enrich the personality."

M. "Is there time and space in the organisation for the realisation of this aspect of your role?"

- T. "If you mean specific periods set aside for this - no - but I try within the framework of the lesson. I try to make connections and then many times I, personally, feel that it doesn't help if I have a pupil in a desk with a problem and I am trying to tell him he must write a letter or a composition for me. This makes no sense to me ... For me, without doubt, the 'child' as such comes first - and then afterwards I am his Afrikaans teacher."
- M. "If you found yourself in another situation, in a different school, more academic, would you still feel the same?"
- T. "I feel that it is just as important in an ordinary school to relate to the child first, despite the emphasis on academic matters."

Item 31 reads :

"Regular tests are the most reliable form of measuring teacher effectiveness."

The cross-tabulation tables 12 and 13 indicate strongly the differences in approach to the perceived 'effectiveness' of the teacher, with the Afrikaans-speaking group expressing themselves in agreement with the statement. (Reverse scoring was used.)

COUNT SCHOOLS.

	HE	PE	HA	PA	ROW TOTAL
1	1	5	1		7 9,1
2	10	8	7	3	28 36,4
3	2	2	3	3	10 13,0
4	7	4	6	9	26 33,8
5			3	3	6 7,8
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> <u>MIN E.F.</u>					
20,77445 12 ,0538 1,403					

TABLE 12

	ENGLISH 1,00	AFRIKAANS 2,00	ROW TOTAL
1	9	1	7 9,1
2	18	10	28 36,4
3	4	6	10 23,0
4	11	15	26 33,8
5		6	6 7,8
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> 12,86171 4 ,0120			

TABLE 13

At this point in the analysis the writer thought a trend had established itself with the one language group tending toward a conservative-traditional stance and the other toward a more middle-of-the-road approach. Item 37, however, revealed a somewhat different picture. The item reads:

"Innovation in the classroom is what the public expect from teachers."

This item has two 'prongs': one is aimed at what teachers do in classrooms and the other to what extent it is tainted by an awareness of what the public expect from teachers.

Before the tables are examined it may be helpful to look at a brief exchange concerning how expectations from outside the classroom are perceived. At first there seems to be no concern at all about the public and its expectations, then upon reflection this teacher senses a pressure.

- I. "In your experience, are you aware of the way the public see you as a teacher?"
- A. "I'm not particularly concerned about the way they see me."
- I. "Does it not affect the way you teach, their expectations of you as a person? Do you ignore them?"
- A. "I don't think I ignore them, they tend to operate on a more unconscious level. Things like the need to be successful, the sort of competitive ethic. I must appear to be a good teacher, in that sense ... er ... there is a sort of pressure from the public."

The tables below (Tables 14 and 15) indicate the differences in responses. The writer expected the response to be the other way. The responses could be indicative of the pressure being placed upon English High School teachers to produce 'results' or it could also be a growing sensitivity among Afrikaans-speaking teachers that regimentation and a slavish adherence to text books and syllabuses do little in the long run for the pupils and for their own professional standing.

COUNT SCHOOLS

	HE	PE	HA	PA	ROW TOTAL
1	1	2	2	2	7 9,1
2	3	5	14	10	32 41,6
3	4	5	3	4	16 20,8
4	11	7	1	2	21 27,3
5	1				1 1,3
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> <u>MIN E.F.</u> 24,82173 12 ,0156 ,234					

TABLE 14

	ENGLISH 1,00	AFRIKAANS 2,00	ROW TOTAL
1	3	4	7 9,1
2	8	24	32 41,6
3	9	7	16 20,8
4	18	3	21 27,3
5	1		1 1,3
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> 20,09755 4 ,0005			

TABLE 15

Certainly the T.S.T. revealed awareness among the Afrikaans-speaking teachers of the need for innovation.

Male teacher, 43, 21 years experience:

"I am not negatively disposed toward everything associated with innovation.

I am also not prepared to abandon that which is good in the present set-up."

("Ek is 'n onderwyser wat glo aan vernuwing.

Ek is nie negatief ingestel teenoor alles wat vernuwing behels nie.

Ek is ook nie bereid om dit wat goed is in die bedeling opsy te skuif nie.")

One teacher from the Afrikaans-speaking language group saw her role as being divided into two spheres. The T.S.T. held the first three statements in a bracket under a heading 'scholastic' (skolasties). She then went on with 17 statements each of which were statements of

how she perceived her role as seen by the pupils in her class. Among the statements appeared this one :

"I am Einstein - according to my pupils I am supposed to know everything."

("Ek is Einstein - ek is is veroordeel om alles te weet volgens my leerlinge.")

Many of the statements revealed a measure of 'innovativeness', a willingness to transcend the bounds of the role in its more rigid interpretation. Another teacher from the same language group indicated a sensitivity concerning the pupils' power in relation to her teaching :

"I am dependent upon the pupils' reaction in terms of my teaching."

("Ek is afhanklik van die leerlinge se reaksie ten opsigte van my onderrig.")

Others again were pleased with the limitations they imposed upon the role; 12 years teaching experience, male teacher, 36 years of age :

"I am a 'knowledge-conveyor' (kennis oordraer) in certain areas, and I enjoy this role."

In much the same direction another statement read as follows :

"I am someone who unlocks knowledge."

The responses to Item 56 of the questionnaire, also related to innovation, saw much the same pattern emerging as for Item 37. Item 56 reads as follows :

"Innovation is encouraged and the independence of the teacher encouraged."

In the cross-tabulation tables (Tables 16 and 17) once again the Afrikaans-speaking teachers expressed themselves positively in agreement, while the English-speaking teachers were clearly negative,

with the Primary School teachers most negative.

COUNT SCHOOLS

	HE	PE	HA	PA	ROW TOTAL
1	2	1	1	2	6 7,8
2	6	7	13	11	37 48,1
3	3	2	3	4	12 15,6
4	4	6	3	1	14 18,2
5	5	3			8 10,4
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> <u>MIN E.F.</u> 17,44484 12 ,1336 1,403					

TABLE 16

	ENGLISH 1,00	AFRIKAANS 2,00	ROW TOTAL
1	3	3	6 7,8
2	13	24	37 48,1
3	5	7	12 15,6
4	10	4	14 18,2
5	8		8 10,4
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> 14,16443 4 ,0068			

TABLE 17

The pattern of responses in items 37 and 56 suggest that English Primary School teachers feel less concerned about innovation or feel more restricted in relation to their freedom to innovate and display a

measure of teacher independence.

The writer would suggest that this may be linked to the way Primary School Principals run their schools. In the Afrikaans-speaking community, the role of Headmaster is secure and carries with it a fair degree of status and power within the community. Moving within the parameter of a well-defined role allows one to express more of the self and one's own identity since the script is well known by all within the role-set. Those within the role-set are then also free to explore the range of their roles and its various interpretations. English-speaking teachers may therefore encounter Headmasters who are more vocationally oriented and more concerned with the promotional aspects of the role. It may be true that the Headmaster role amongst the English-speaking language group is less clearly defined, leaving the various Headmasters unsure about the role and its interpretation.

This lack of clear parameters creates an atmosphere where Headmasters may gravitate toward the more autocratic style of leadership, where 'consultation' and 'delegation' are found mostly in the rhetoric but not in action. Hargreaves (1972:412) illustrates, most aptly, what happens to a staff in his formulation of the three laws of pleasing headteacher. The Laws are stated as :

1. Find out what pleases and displeases the Head.
2. Bring to the attention of the Head those things which please him and conceal those things which displease him.
3. Remember that it is a competitive situation. The teacher must try to please the Headteacher and avoid displeasing him more than do other teachers.

Headmasters may also cause teachers to be less innovative by running their schools along the lines of good business management where efficiency and hard work are what 'pleases him'. The best way to fulfil law number 3 (Hargreaves) is to play safe, complete the

syllabus and forget about new ideas and innovation. The writer is aware that there are other factors present which mitigate against innovation, but it is suggested that the management of schools would be a fruitful place to look for underlying causes.

The writer managed to interview an Afrikaans-speaking teacher who had had experience in Afrikaans schools, Dual medium schools and English schools. Relating her experience in the various schools she had the following to say. Although she spoke both languages fluently she asked if the interview could switch from one language to the other as the interview moved forward. The discussion prior to the material presented below concerned the degree of freedom she experienced in being able to be herself in the role of teacher. She had indicated that the degree of self-expression found in her current role of teacher was not always there. She goes on to say :

T. ... I taught here for 3 years, then I left for a year and came back again, and I mean, in that year away I nearly perished. If I had to start teaching in a school where I was, it would have put me off. Fortunately I knew of better places to teach.

M. Was it a very formal set-up you went into?

T. Oh, yes, just keep your mouth shut and say 'yea and amen' to everything, and that's not me, I can't teach under those conditions.

M. So you think that teachers in those sorts of schools must behave in a certain way.

T. We were treated like babies, like Primary School children. Here I have more freedom to be myself as a teacher whereas at these other schools you have to think and do the way they want you to think and do. You were almost not allowed to breathe! Very strict and rigid and oegh!

M. So that rigid role is one you don't want?

T. No! Definitely not!

What came through here was that this teacher had a decided view of what her role was to be and that the structures and processes needed

to be flexible to accommodate her and her interpretation of her role.

Perhaps a few statements from the T.S.T. may help to illustrate this point :

Female teacher, more than 10 years experience. This teacher felt the imposition of bureaucratic strictures :

"I am concerned about the bureaucratic small mindedness of the teaching profession."

"I am unhappy about accepting decisions made by others as MY LOT."

A highly qualified teacher in many areas with 27 years experience, said :

"I am worried that the Department is so concerned with qualifications and not the people who work for them."

He also felt that he was being exploited.

"I am being ripped-off by the Department."

A graduate male teacher with over 30 years experience felt deeply about the lack of innovation and independence. Statement 10 from the T.S.T. reads as follows and is quoted in full :

"I am angry at the reproduction of textbook after textbook which is not used in class, therefore useless because of language level making book incomprehensible, time wasted in note giving in most schools. The only people who do not lose out are the writers."

A female teacher with over 12 years experience did not mention innovation once in the T.S.T. The closest she came to this notion was :

"I am happy when I teach what I enjoy and have the knowledge of."

Earlier in the T.S.T. the following statement appears :

"I am stimulated by the young child's thirst for knowledge."

Another teacher with 6 years experience said she was flexible with the syllabus but needed guidelines; no mention of innovation and independence. After careful scrutiny of the T.S.T. and the results of the questionnaire it became clear that the Primary School teachers from the English language group revealed that their approach to classroom practice in the instructional role was more rigid than the other three groups, that innovation and independent behaviour was restricted.

Two items pointed directly to the issue of syllabuses, namely items 4 and 63. Item 4 reads as follows: (reverse scoring was used.)

"The presence of rigid syllabuses, and accompanying text books allow teachers to be fully professional."

The cross-tabulations given below in Tables 18 and 19 reveal that the presence of rigid syllabuses are not seen within the same context.

COUNT SCHOOLS

	HE	PE	HA	PA	ROW TOTAL								
1	8	5	4		17 22,1								
2	11	10	9	8	38 49,4								
3	1	1	3	7	12 15,6								
4		3	4	3	10 13,0								
<table><tr><td><u>CHI SQUARE</u></td><td><u>DF</u></td><td><u>SIGNIFICANCE</u></td><td><u>MIN E.F.</u></td></tr><tr><td>20,08370</td><td>9</td><td>,0174</td><td>2,338</td></tr></table>						<u>CHI SQUARE</u>	<u>DF</u>	<u>SIGNIFICANCE</u>	<u>MIN E.F.</u>	20,08370	9	,0174	2,338
<u>CHI SQUARE</u>	<u>DF</u>	<u>SIGNIFICANCE</u>	<u>MIN E.F.</u>										
20,08370	9	,0174	2,338										

TABLE 18

	ENGLISH 1,00	AFRIKAANS 2,00	ROW TOTAL
1	13	4	17 22,1
2	21	17	38 49,4
3	2	10	12 15,6
4	3	7	10 13,0
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> 12,10815 3 ,0070			

TABLE 19

In the first instance Primary School teachers from both language groups tended to agree with this statement while the High School teachers disagreed. With the Primary School teachers from the Afrikaans-speaking schools indicating their awareness of the need for innovation, their response in this item raises further questions as to their perceptions of professionalisation. It also raises questions about the autocratic nature of the structures and processes in which they function. It appears that this questionnaire has revealed an area needing a more intense investigation.

Table 19 shows a significant difference in response between the two language groups.

Item 63 tended to verify the responses to item 4. Item 63 reads :

"Getting through the syllabus, although difficult, remains a satisfying experience and a challenge."

Tables 20 and 21 reveal the responses and the significance within the differences of the responses.

COUNT SCHOOLS

	HE	PE	HA	PA	ROW TOTAL
1		1	1	1	3 3,9
2	8	9	17	12	46 59,7
3	1	1		3	5 6,5
4	6	5	2	2	15 19,5
5	5	3			8 10,4
<div> <div>CHI SQUARE</div> <div>21,16494</div> </div> <div> <div>DF</div> <div>12</div> </div> <div> <div>SIGNIFICANCE</div> <div>,0480</div> </div> <div> <div>MIN E.F.</div> <div>,701</div> </div>					

TABLE 20

	ENGLISH 1,00	AFRIKAANS 2,00	ROW TOTAL
1	1	2	3 3,9
2	17	29	46 59,7
3	2	3	5 6,5
4	11	4	15 19,5
5	8		8 10,4
<div> <div>CHI SQUARE</div> <div>14,91996</div> </div> <div> <div>DF</div> <div>4</div> </div> <div> <div>SIGNIFICANCE</div> <div>,0049</div> </div>			

TABLE 21

What was noteworthy here was that nearly 60% of the subjects agreed with the statement, with a significant difference in response between the two language groups. The syllabus as an expression of a curriculum has implications for the goals of both teachers and their pupils. The teacher's competence is often judged by the effective strategies she uses to successfully negotiate the syllabus, while for the pupil it forms the basis for his academic self-concept (Rogers, 1984:137-147) and gains greater importance as it affects developing identities; and in South Africa, life-chances.

The question of the teacher's instructional role and its relation to the syllabus needs greater clarification. This study merely highlights the fact that within this relationship lie many levels of conflict which seek resolution. This issue creates a fertile area for the negative expression role-distance among a population group that appears to resist the dominant ideology but has yet to find a clearly articulated one of their own.

Keeping order is closely tied in with the instructional role and the questionnaire contained four items relating to this dimension of the role of the teacher: Item numbers 2, 20, 35, 65.

Item 2 reads as follows :

"I find it easy to fulfil the expectations associated with keeping order in the classroom."

Most of the responses were positive as indicated by the Frequency Variables displayed in Table 22 :

VALUE	FREQUENCY	PER CENT	VALID PER CENT	CUM PER CENT
1	30	39,0	39,0	39,0
2	34	44,2	44,2	83,1
3	5	6,5	6,5	89,6
4	8	10,4	10,4	100,0
	77	100,0	100,0	

TABLE 22

Yet, item 35 also relating to the question of order revealed a different response. Item 35 reads as follows :

"Keeping order and disciplining children takes up more time and energy than instruction."

Having indicated that they found it 'easy to fulfil expectations' relating to discipline, the teachers then indicate that in order to fulfil these expectations, there is a price to pay, the currency being time and effort at the expense of instruction.

The Frequency Variables in Table 23 reveal the responses :

VALUE	FREQUENCY	PER CENT	VALID PER CENT	CUM PER CENT
1	6	7,8	7,8	7,8
2	44	57,1	57,1	64,9
3	12	15,6	15,6	80,5
4	12	15,6	15,6	96,1
5	3	3,9	3,9	100,0
TOTAL	77	100,0	100,0	

MEAN	2.506	STD ERR	.112	MEDIAN	2.000
MODE	2.000	STD DEV	.982	VARIANCE	.964

TABLE 23

Hargreaves (1972), Wolfgang & Glickman (1986), Cohen & Manion (1981) and Pollard (1985) all indicate with equal clarity the centrality of this aspect of the teacher's role. It occupies an intense focus of time and energy because it is so closely related to the other role, that of instructor.

The T.S.T. showed that the Afrikaans-speaking group of teachers were more pre-occupied with this aspect of child behaviour than were their English-speaking counterparts. Hargreaves (1972) indicates why teachers would concern themselves with control. He shows that control is a way of getting the pupils to support the teacher's conception of her role. Pollard (1985:33) supports this idea. Hargreaves (1972:153), quoting Thelen, says:

"The teacher controls the learning situation by controlling his own role."

This two-way action can best be seen in the response of a male teacher who found himself experiencing considerable conflict. He goes on to explain how he manages the role by driving a wedge between the constraints the situation imposes upon the role he enacts and the self. The writer wishes to quote a fair amount of this response because it illustrates so clearly some of the issues within the role of teacher.

- M. "Does your role as teacher give you a sense of identity or are there too many areas of conflict?"
- T. "There are so many different aspects of this role."
- M. "Let's look at it in terms of the identity you derive from it."
- T. "It's so complex. First of all I want to say that I feel our society puts a particular label on teachers as somebody with power over other people, and by the very nature of his position,

must have more knowledge, insight, more sensitivity than the pupil. This is something I reject."

M. "You don't believe it is true?"

T. "I don't believe it is necessarily true. I believe it is something to be realised ... Someone will say the child has to obey me because I am an authority ... I reject this!"

M. "If you reject this, how do you see your role as disciplinarian?"

T. "I find that when I have to act as disciplinarian, largely because of the limitations I see in the context of schooling; when I have to act as disciplinarian, I find it disturbing. I then become alienated from myself. I find I'm having to attack people, force them into confined spaces where they are uncomfortable. I don't like doing that."

M. "Then how do you distance yourself from this aspect of your role?"

T. "I tend quite overtly to demystify the situation and say: 'This is what the situation expects of me, these are the demands made of me by this situation and you (pupils) must be aware of them; and these are the demands of the situation as they relate to you, and I want you to know that in many ways I find them unfair, but nevertheless if you don't comply with the demands, you could become victimised by the situation. You must be conscious of the choices you make; you must not conform unthinkingly nor must you resist unintelligently.'"

I try very hard to create a shared awareness of the limitations of the situation and the possibilities for learning."

The writer feels that the role within this situation is transcended by a critical awareness being shared and the role then becomes a vehicle for a dynamic shift in the interaction and 'doing becomes being' where the role-set touches upon both dignity and honour.

Because this 'learning situation' is an 'identity-in-role' bestowing activity, the teacher, in order to present a self which is acceptable for others, will not want to lose control. For to risk this is to be given an identity which does not fit the social imputations of the teacher's role. It can result in role-conflict the resolution of which is seen in role-distance. Since 'control' is central to Christian National Education ideology it follows that those who eschew

this ideology will seek to identify their 'selves' with this aspect of their role.

A male, English-speaking teacher with over 20 years teaching experience responded in the interview to the question of bureaucracy and control in a very forceful way. A discussion of status had preceded this exchange.

M. "You believe there must be clear structures in education."

T. "You must have structures, you must have a strong man at the top, who knows what he wants and says it! ... 'If you don't like it, find yourself another school!' That's how I see it."

M. "Are you happy to see a more flexible leadership style?"

T. "Yes - but - er - somewhere, someone must say, 'This is where the buck stops' or a man who can say 'I want this!' There's got to be, there's got to be, or you have people pulling in all different directions and no-one getting anywhere."

Another teacher from an Afrikaans school echoed the same sentiments:

M. "Do you see a need for clear guidelines?"

T. "Yes, because if you don't you can't get anywhere. Leadership is important, teachers are leaders and the Principal provides direction. Someone must have the authority for making decisions."

M. "Big decisions or little ones? Like what you must teach where and when?"

T. "You can't, in Education, afford to have people all going in various directions."

Tables 24 and 25 show the schools, language groups in their respective responses. There is no significant difference between the two language groups or between High Schools and Primary Schools.

COUNT SCHOOLS

	HE	PE	HA	PA	ROW TOTAL
1	2	3	1		6 7,8
2	11	11	14	8	44 57,1
3	5	1	2	4	12 15,6
4	2	4	1	5	12 15,6
5			2	1	3 3,9
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> <u>MIN E.F.</u> 15,21630 12 ,2298 ,701					

TABLE 24

COUNT SCHOOLCAT

	1,00	2,00	ROW TOTAL
1	5	1	6 7,8
2	22	22	44 57,1
3	6	6	12 15,6
4	6	6	12 15,6
5		3	3 3,9
<u>CHI SQUARE</u> <u>DF</u> <u>SIGNIFICANCE</u> 5,65463 4 ,2265			

TABLE 25

Item 65 touched on the issue of punishment which is closely linked with the notion of control. The writer did not allow the respondents a choice in this item between punishment as negative reinforcement or allowing natural consequences from wrong action to act as reinforcement. (Dreikers, 1968:16-17). The item reads :

"Pupils expect the teacher to use punishment as a form of discipline in the classroom."

This item produced a result that showed a split amongst both language groups with each group revealing advocates for the use of punishment and those opposed to the idea. Hargreaves (1977:246) indicates that control repertoires of experienced teachers are rather limited, especially in the punishment area. He lists them as being : rebukes, lectures, tirades, sarcasm, ridicule, detention, extra work, corporal punishment. A further observation is that 'control anxiety' (Denscombe, 1984) features highly in concerns expressed by beginning teachers. These concerns about control and ways of keeping control are also not the product of free choice. There are powerful expectations brought to bear upon teachers to get control and maintain control, and punishment is a means for achieving this end. One response in the T.S.T. helps to see some of the elements of role strain experienced when this attribution of the teacher's role is embraced.

"I am asked to enforce school rules, but when I do I am made to feel like a martinet, because others do not tackle the job with the same diligence."

and another expression of conflict :

"I am considered to be inefficient if I pass a discipline problem 'higher up'. I can be thought of as efficient simply by never taking a stand at all."

The use of punishment appears to be very closely associated with the way the teacher presents herself/himself, it remains deeply personal and from the research in this project, certainly idiosyncratic, transcending cultural boundaries. The complexity of this issue is well summarised by Hargreaves (1972:245) when he states that

"... the lack of a generally agreed definition of what comprises 'good' discipline is well known. To some

teachers, 'good discipline is defined in almost military terms, with domination by the teacher, unquestioning obedience from the pupils and silent classrooms. Such a view is anathema to teachers of a progressive and child-centered approach. What is 'good' in one school of thought is very often 'bad' of a different educational philosophy."

A female primary school teacher had the following to say about the question of discipline :

- M. "Do you think discipline is a starting point for teachers when they consider teaching?"
- T. "Yes, I would agree, but it's hard to get an agreed definition of discipline."
- M. "Do you have a definition?"
- T. "I think it revolves around 'good manners'. Physical punishment of children is really a short term remedy for problems. Once you beat them they expect to be beaten all the time. Perhaps if they were kept busy there would be fewer chances for misbehaviour. I could 'lord it' over the children but then this does not accomplish much."
- M. "You said, 'If they're kept busy'. I presume with work, then there is better behaviour. If they work it's part of your instructional role. Which comes first?"
- T. "They seem to be so closely linked it's sometimes hard to separate what you do in the classroom."

PART II - MACRO LEVEL

IDENTITY IN ROLE AND ROLE DISTANCE

Being employed gives us a sense of direction and the ability to locate ourselves within the moving, changing matrix of society. There is a powerful connection between what one does as an employee and the way we feel about ourselves. The work we do, the role-activity it presents, and the way it is valued by the others and the performer have far-reaching social, economic and personal effects. It would seem that working as a teacher in a divided society like South Africa creates its own set of difficulties for those closely attached to the profession. Sarason (1982) outlines the complexity and the emotional impact made upon teachers. The account he gives of the tensions experienced by teachers in classrooms is clearly one which would make the public more respectful of only one source of complexity, that is the classroom. The writer feels that the pressures generated outside the classroom are equally as great and more complex and tend to have more lasting effect upon the way teachers feel about themselves and their work. Best (1973:1) indicates the centrality of work as an identity bestowing activity when he says :

"Today, as in the past, our relationship to work activity is a fundamental determinant of the way we live. Our relation to work has determined and influenced our status, the kind of food available to us, our ability to buy goods, our use of time and leisure To put it succinctly the importance of work is and has been most pervasive; it determines what we produce, what we consume, how we live, and what type of society we create and perpetuate."

In Chapter 2, the writer indicated briefly some of the problems the

teaching profession experience in terms of status and professionalism. This apparent lack of status affects the way a person feels about his work and ultimately about himself. The writer also feels that to a large extent the social-political contexts in which South African white teachers work, creates a fertile area where role conflict is experienced and role distance is expressed.

The question of status arose frequently within the various interviews. There were different responses from the different teachers and yet somehow there was a trend, in that all of them felt that the teaching profession did not enjoy the status it deserved, that this was due to an incorrect impression people had of the role of the teacher. The writer indicated earlier that status was linked to the training the profession underwent. Here a male teacher reflects on this issue :

- T. "It seems that in the nature of their work, teachers are not provided with the means of self-reflection and most teachers simply go along with the role as defined by their training and by their colleagues."
- M. "Could the training of teachers help in this regard?"
- T. "I personally speak of my own training and upon reflection I see it as ridiculously inadequate for the nature of the work I do. I would like to see a far more clearly thought out initial period of training with a more comprehensive ongoing process, like action research, where teachers can look at the direction they're taking, what they are doing. But teaching seems to be a sort of treadmill with little time to reflect."
- M. "Does this affect their status?"
- T. "Yes, because if the profession was more critical about practice then they would become alive to issues in society and society alive to the value of education and teachers would receive greater recognition for their work."

The writer interviewed a male teacher who felt that the question of status was one that was not straightforward at all! I asked the following question :

M. Would you say that men teachers lack status in society?"

T. "This is linked to economics, where your colleague with the same education is earning twice as much as you are and can point to his material benefits. This is status of a sort."

M. "Does poor remuneration reflect poor status?"

T. "We lack status of a certain kind - um - well , worldly goods' status, if your status is measured by the length of your car or the size of your house, if this is so, then yes, we lack status. I've never come across a person who will put me down because I am a teacher. They may feel sorry for me. I suppose I lack status in that way."

Another teacher from a Primary School placed the whole problem of status on an individual basis first. He responded to my question, with a long criticism about the way teachers are themselves to blame for their apparent lack of status :

M. "What about the status of teachers in the community?"

T. "If teachers get themselves across to the community, then they are respected - it depends on the individual; you get teachers who almost apologise for their role, because they are not in the business world, and when they are, all they can talk (about) is teaching, and in this world outside the classroom they seem lost. I have teachers who are my friends, and what they speak about generally doesn't interest anyone, talking usually about this 'closed shop' we're in. But if we discuss developments in education, that's different - but teachers seem to insist on talking about 'run of the mill stuff', which is hardly ever interesting. Very ordinary teachers can get status respect, but it means being aware of what happens outside classrooms. Well ... the tragedy I see is that the teachers themselves feel they're OK. 'Don't interfere' they say. 'We're OK!'"

For this teacher the question of status was to be seen within the personality and awareness of the teacher and that the limitations of the role could be transcended by looking beyond the prescriptions of the role.

A female primary school teacher seemed to have similar perspectives as

she attempted to balance her various roles. She had a strong sense of identity which sprang from her teaching role. The presence of children and the manifestation of the various needs which she saw she could meet in some measure gave her a sense of belonging and selfhood. Throughout the interview she kept emphasising her pleasure in the role.

T. "I don't think a teacher is made! I think a teacher is born, and there are many teachers who simply do it. You know - teaching is like sheltered employment in a way, because if you're a bad teacher, nobody ever sacks you..."

M. "Doesn't this detract from the profession? Don't you get tarred with the same brush?"

T. "Oh yes -"

M. "But does your image not suffer along with the poor image projected by the bad ones?"

T. "No - because I'm a good teacher!"

The writer would suggest that here a teacher wishes to avoid the more contaminating aspects of the role, such as the image projected by the unattached, while seeking to derive identity-in-role from her class-related role performance. This balancing is seen as difficult since this teacher must embrace the very situation in which others detract from her status.

Writing from America, for the Argus, a daily local newspaper, Art Buchwald, a columnist, ventured to comment on the status of teachers while commenting on Mrs Christa McAuliffe's death in the Space Shuttle. He said :

"For the past 15 or 20 years, America's teachers could not have been held in lower esteem. They were underpaid, underrated, and blamed for everything that went wrong with our schools.

It appeared the only time we saw teachers on TV was when they were on strike or arrested for child abuse. The perception was that teachers were people who taught because they couldn't make it in the real world."

The questionnaire contained four categories which focused upon the role of the teacher as being an identity bestowing role, inasmuch as the role is enacted before others, it is open to observation by a select clientele and the results of the role enactment are evaluated in the form of tests and examinations. The role is identity bestowing, because the classroom, although hidden from the public eye, cannot keep information from moving outside (Denscombe, 1980). Moreover, there is also in the public mind a collective image of what constitutes the teacher's role and very often the personality traits that ought to accompany the role. Teachers are often judged as to how near or far they approximate toward the ideal; the ideal varies from one community to another.

The four categories related to the societal aspect of the role of teacher were found in the following categories :

- Other identifying us with a particular role

- Positive evaluation of the role by others

- Publicity accorded to the role

- Degree of discretion in enacting the role.

Two of these categories have a greater bias toward the social dimension of the role. Each of the subjects indicated in the T.S.T. their perception that the role of teacher gave them a sense of identity, a role through which the self could find expression. That many were uneasy with the role and the image it conveyed will be shown

by looking at the T.S.T. and the questionnaire responses.

An analysis of the T.S.T. in terms of the social aspect of the teacher's role and the image it projects revealed some interesting information. Many teachers indicated their sense of being acutely aware of the expectations levelled at them from those in positions of power and the parents of the children they taught. The following statements have been extracted from the T.S.T. and reveal that teachers of both High Schools and Primary Schools from both language groups saw the identity defining functions of their roles.

"I am expected to sell a commodity called 'education' and have sold the product when pupils accept the value of my 'subject'!"

"I am respected."

"I am disappointed by the lack of support from many homes."

"I am aware that the public have a wrong view of the professional task of the teacher."

("Ek is bewus van die feit dat die algemene publiek 'n skewe beeld van die professionele taak van die onderwyser het.")

"I am amazed at the public's misconceptions about teachers' workload."

"I am aware of people watching my moves, ready to run and report my mistakes."

"I am not often accepted as being a professional outside of education."

"I am unhappy that the media make public aware of teachers' salaries in the wrong way and cause misunderstandings."

("Ek is ongelukkig oor die feit dat die media alles i.v.m. salarisse kan uitbasuin - dit bring die publiek onder 'n wanindruk.")

"I am concerned about the status of teachers and do not lower that image in the general public domain."

("Ek is gesteld op die status van die onderwyser en breek dus nie mede-leerkragte se beeld in die openbaar nie.")

"I am a social factor with which the child must reckon."

"I am a professional and want to be treated like one."

Eight responded with :

"I am proud to be a teacher."

The writer chose these statements at random without grouping or basing them on any criteria, to show as broad a spectrum as possible within the framework of this study. It became apparent to the writer that a pattern was emerging that indicated a sense of unease with the social dimensions of the role. The questionnaire tended to verify this pattern in a more objective way.

When the factor analysis was scrutinised it revealed that certain factors emerged which warrant further comment. (See Table 26 for factor analysis.)

The SPSS-X (Special Package for Social Sciences) programme was instructed to extract Eigen values greater than ,3; values less than ,3 being regarded as not significant enough for comment. In the analysis 23 factors were identified.

Factor 1 contained 33 items

Factor 2 contained 18 items

Factor 4 contained 12 items.

The other 20 factors contained 10 items and less.

When the items from factor 1 were scrutinised it was found that 19 of the 33 items fell within the four categories mentioned earlier, namely, those most clearly related to the social dimension of the teacher's role.

FACTUR ANALYSIS

FACTOR MATRIX

FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
75106					
57410			35862		
56623	- 35160				
55635			43986		
55451	- 33822	30139			
53864			- 31007		
53054			30549		
52173	35033	- 30200			
51370					
50925					
49335				- 31066	
48535	- 41164				
45240	41097				

[illegible]

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FACTOR ANALYSIS

FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
			58057		
			- 34478		
			30003		
30143		34476		44130	
				42449	
				41150	
				39508	34420
				31623	
34882					44142
					33460
					34004
					33159
			31326		
			33580		

38229

. 33916

34075

35727

31869
(18)

30920
(10).

A further seven items fell within the categories of 'Unresolved Role Strain' and the ability to enact the role positively.

Factor 2 was dominated by items drawn from the category headed 'The publicity accorded to the role'.

The coalescence of these items around a central tendency would indicate that most of the teachers were concerned with social dimension of their roles, over and above the identity accruing to them by virtue of their classroom life.

It would seem that the realities of status, power and economics intrude more vigorously into teacher's lived realities than their performances in the classroom. The writer has argued that where there is little status attached to a role, those who enter the role will experience considerable role strain which may find expression in distancing one's self from the role. This will be so especially if the preparation for the role is time-consuming and influenced by notions of 'professionalisation'. It is to these issues that the writer will now direct attention.

CATEGORIES A TO I

In the Con-descriptive Analysis of the Categories (see Appendix), there appeared to be no great deviations from the mean. This could indicate that Turner's (1978) categories are accurate and that should the nine categories be present the role would provide for little

conflict and become attractive. The analysis of the Categories showed that the subjects saw the role of teacher as being neither attractive, nor unattractive. The failure of the categories to reveal role-distance could be attributed to the categorization of the items or possibly the reverse scoring of items felt by the writer to be of a negative nature. When, however, the items isolated by the factor analysis are grouped, a pattern does seem to emerge indicating a measure of role distance.

POSITIVE EVALUATION OF THE TEACHER'S ROLE BY OTHERS

The following items emerged within factor 1 in the factor analysis and also belonged to Category A which was headed 'The positive evaluation of the teacher's role by others'.

These items read as follows :

"Parents believe teaching ranks high socially." Item 10.

"Administration officers do not see teachers as being flexible personalities." Item 19.

"Teachers tend to encourage young people to choose education as a career." Item 28.

"Innovation is what the public expect from teachers." Item 37.

These four items point in four different directions from which teachers receive evaluations of their roles, parents, administration officers, their pupils and the public.

The responses to these items are indicated in the Frequency Variable given below (Table 27).

"Parents believe teaching ranks high socially."

Item 10 :

VALUE	FREQUENCY	PER CENT	CUM PERCENT
1	3	3,9	3,9
2	23	29,9	33,8
3	11	14,3	48,1
4	36	46,8	94,8
5	4	5,2	100,0

Agree

Disagree

"Administrative officers do not see teachers as being flexible personalities."

Item 19 :

(Reverse Scoring)

1	2	2,6	2,6
2	6	7,8	10,4
3	32	41,6	51,9
4	33	42,9	94,8
5	4	5,2	100,0

Disagree

Agree

"Teachers tend to encourage young people to choose education as a career."

Item 28 :

1	3	3,9	3,9
2	13	16,9	20,8
3	16	20,0	41,6
4	42	54,5	96,1
5	3	3,9	100,1

Agree

Disagree

"Innovation is what the public expect from teachers."

Item 37 :

1	7	9,1	9,1
2	32	41,6	50,6
3	16	20,8	71,4
4	21	27,3	98,7
5	1	1,3	100,0

Agree

Disagree

TABLE 27

When the frequency variables of item 10 are taken into account, a picture emerges that tends to produce an initial sense of complacency about parents' attitudes towards teachers and the teaching profession. With one-third seeing the profession ranking highly, it would appear that the picture is not too poor; yet with just over one-half of this sample seeing parents as being negatively disposed toward teaching as a profession, then perhaps more light needs to be shed on the way teachers perceive attitudes toward what it is they do, and in which they seek an identity.

This item also looks at the attitudes that are conveyed by the pupils to schools from their respective homes, as well as the encounters teachers have with parents at various functions. These responses from the T.S.T. may help to illustrate some of the difficulties teachers have in trying to manage an identity within a role which retains many elements of ambiguity within society :

"I am not happy when parents take the side of their children when a blatant breach of the rule is involved."

"I am dissatisfied about the general uninvolved attitude parents show toward the academic education of their children."

("Ek is ontevrede oor ouers se algemene 'onbetrokke' houding teenoor hul kind se akademiese opleiding.")

"I am expected to be a paragon of virtue by the pupils (who know no better) and parents (who ought to know better)."

There were other statements in the T.S.T. which expressed the knowledge that teachers were co-educators with parents, while some ventured to express feelings of frustration at the lack of parent contact or involvement.

"I am in general an invaluable part of some girls' life at some stage of their schooling as parents don't always fulfil their roles in preparing girls for life."

Perhaps this experience of the uneasy relationship between parents and teachers is not an isolated one. Parsons (1985:44) concerned about improving schools, says to parents :

"Do you know that you're often seen as the No.1 obstruction to progress, particularly in the U.S. public schools? No way should you stand in the way of improvements."

If parents do not see teaching as ranking high socially it has serious consequences for those who enter the role of teacher; for then the role is unsupported, misunderstood and perhaps in the end denigrated. Parents may also share their ambivalent attitude toward teachers with their children which makes the role even more difficult to sustain, because it is a role that will only endure so long as it has a receptive co-operative audience. Where an identity is sought within such a role it would seem that role-distance will become an essential ingredient in self-expression. Other roles from the repertoire could then intrude and become avenues of identity and self-expression, leaving the role of teacher as being unintegrated or merely 'played at'.

Looking at the T.S.T. again, the writer found that 40 of the subjects listed roles other than teacher first. Zurcher (1985) says that the order in which roles are given in the T.S.T. may reveal a vocabulary of motive indicative of the priority in which roles are valued. If this premise is to be taken as being reasonably accurate, then it would seem the role of teacher is not perceived as being central, but rather peripheral with serious consequences for all who enter the role set.

If the teacher defines the situation from a point of being merely 'committed' and not 'attached' then very little of the self is invested in the role performance. This leaves the others in the role set free to distance themselves too, with somewhat disturbing implications for those who through the interaction, seek knowledge of the world about them, and themselves. The writer is aware of the extremely negative interpretation placed upon this facet of the research, but it would seem inappropriate to paint a rosy picture when in fact there are levels of tension experienced by many teachers which only become manifest in 'teacher burnout' and 'teacher turnover' in schools.

Item 25 reads :

"The public are generally ignorant of the teacher's role and its personal demands."

The Frequency Variables are given in Table 28 :

VALUE	FREQUENCY	PER CENT	CUM PER CENT
1	41	53,2	53,2
2	26	33,8	87,0
3	1	1,3	88,3
4	6	7,8	96,1
5	3	3,9	100,0

The writer feels that this table reveals the extent to which teachers feel isolated from their several audiences and why it is that other roles outside the schools situation may provide more meaning and satisfaction. Many teachers, when mentioning their other roles, indicated a deep involvement in social, cultural and religious organisations.

Item 28 seems to be related to the above discussion (see p.30). In the cross-tabulation tables the subjects indicated that teachers do not encourage young people to become teachers and this included both language groups, with the English-speaking group more negatively disposed than their Afrikaans counterparts.

The writer feels that it would be extremely difficult to convince others to assume a role that does not provide status or the promise of a strong economic position. Beyond this, is the problem of being unable to promote a role that most see as being fraught with tensions and ambiguity. This item seems to provide the clearest evidence of distancing oneself from the role. If there is no encouragement for others to assume the role one is playing at or making, then the audience can only assume that the incumbent of the role is disenchanted and projects other roles as being more fitting for identity.

A male teacher with 14 years experience says in the T.S.T. :

"I would not recommend teaching as a career to a son if I had one."

Item 19 attempted to explore the way teachers saw their roles in the light of those who hold positions of power within the hierarchical bureaucratic system. These officials do not often intrude into the role-set of teachers, but the power they wield does appear to intrude into the arena of role performance.

Item 1 related the role of teacher to a view held by structural functionalists. The item reads :

"Public officials see teachers as moulders of society."

The responses revealed 74 per cent agreeing with this statement.

Many of the T.S.T. responses confirmed that not only did they see this as being the way officials saw their roles, they saw this as an aspect of their roles themselves. Item 19 sought to find out whether teachers felt that, while they were perceived as moulders of society, were they also perceived as being flexible? Table 29 indicated that 40 per cent of the subjects could not express an opinion and the other 40 per cent felt that they were seen as flexible. The cross-tabulation table given below shows how the two language groups responded (reverse scoring was used).

	HE	PE	HA	PA	ROW TOTAL
1		1		1	2 2,6
2	2		3	1	6 7,8
3	7	4	11	10	32 41,6
4	11	10	6	6	33 42,9
5		4			4 5,2
<div> <div>CHI SQUARE</div> <div>23.54189</div> </div> <div> <div>DF</div> <div>12</div> </div> <div> <div>SIGNIFICANCE</div> <div>.0235</div> </div>					

TABLE 29

What was noteworthy in this table was that most of the Afrikaans-speaking group did not have any opinion on the matter while most English-speaking teachers agreed with the statement.

Both these responses raise two interesting points. For the English-speaking group there arises a problem when perceiving that

those in authority do not see the personalities-in-role as being flexible. The behavioural expectations that arise from this perception is severely limiting and would distract from the role, driving a wedge in between the person and the role, resulting in role-distance. For the Afrikaans-speaking group there exists an area of uncertainty based upon a lack of feedback from those who occupy positions of authority. Teachers who are flexible tend to defy the process of stereotyping and the expectations that go along with this process. If teachers are perceived by those in authority to be inflexible then there may arise set ways of evaluating their performance according to norms embedded within a fixed structure. The T.S.T. may reveal some of the perceptions teachers have within this area.

"I am a teacher being manipulated by a Government Department which is far removed from the school situation."

("Ek is 'n leerkrag wat deur die Staatsdepartement wat baie ver van die skoolopset is gemanipuleer word.")

"I am appalled by the secrecy which surrounds teacher evaluation."

"I am threatened by the secretive manner in which teacher evaluation is carried out - does not allow for awareness."

"I am a part of a complicated education system and must promote its objectives at all times."

("Ek is deel van 'n gekompliseerde onderwys sisteem en moet sy doelstellings te alle tye bevorder.")

Item 38 was considered earlier in relation to the teachers' perceptions of innovation. This item could be linked to Item 25. If the public are ignorant of the teacher's role as suggested by the responses to Item 25, then this item could draw a response consistent with that item. This raises a question about the two language groups and their different perceptions of their roles as teachers. If the Afrikaans-speaking teachers responded by affirming the view that the

public was "ignorant of the teacher's role and its personal demands", what was it that made them feel that innovation was what the public expected? The writer has searched through the Twenty Statements Tests but found no statements that would throw any more light on this issue. What parents expect from teachers and schools is not always clearly stated and since the 'professionalization' moves among teachers, parents have appeared to have little influence on what happens in schools, apart from the functions they perform in the appointment of staff and the raising of funds for extra equipment or better facilities.

OTHERS IDENTIFYING US WITH A PARTICULAR ROLE

Five items from this category appeared in factor 1 of the Factor Analysis; the writer proposes to examine only three items. These items read as follows :

"I am generally pleased to acknowledge I am a teacher in any kind of company. Item 3.

"Teachers should not be identified with their work once outside the school." Item 55.

"Most people are eager to meet teachers." Item 30.

It would seem that the responses to these items reveal that for some teachers identity negotiation is complex when identification with role enactments takes place. These responses would also indicate the symbolic interactionists' perspective that people actively 'make' the role rather than meekly 'take' the role.

In Item 3, the suggestion that the role of teacher was one not openly acknowledged, received the following responses. Frequency Variables are given below (Table 30) :

VALUE	FREQUENCY	PER CENT	CUM PER CENT
1	46	59,7	59,7
2	22	28,6	88,3
3	2	2,6	90,9
4	7	9,1	100,0
5	0	0	

TABLE 30

The table reveals a strong tendency to feel happy about being identified with the role of teacher. The cross-tabulation tables indicated that the language groups were in agreement in their positive responses with only 7 out of the total disagreeing.

Item 55 which also looked at another aspect of this facet of the role of teacher and once again teachers indicated that teachers should be identified with their work once outside school. The Frequency distribution is indicated below. Reverse scoring was used for this item which was stated in the negative.

VALUE	FREQUENCY	PER CENT	CUM PER CENT
1	2	2,6	2,6
2	17	22,1	24,7
3	13	16,9	41,6
4	38	49,4	90,9
5	7	9,1	100,0

TABLE 31

There was not as strong a statement here as there was in the previous response. If teachers are pleased to acknowledge their roles, why are they less keen to be closely identified with their work once outside the school? What would cause them to express a measure, small though it is in this item, of distance from the role?

Item 30 goes further into this issue and asks teachers if most people in the society they live in, are eager to meet teachers. The measure of distancing expressed in item 55 increased significantly over item 30, with the cross-tabulation tables showing the responses.

	HE 1	PE 2	HA 3	PA 4	ROW TOTAL
1			1		1 1,3
2	2	2		7	11 14,3
3	8	7	4	9	28 36,4
4	7	8	13	2	30 39,0
5	3	2	2		7 9,1
<u>CHI SQUARE</u> <u>D.F.</u> <u>SIGNIFICANCE</u> 25,904 12 ,0111					

TABLE 32

The responses to these three items shows that while teachers acknowledge their roles in any kind of company and that they are not too keen to be identified with their roles, once away from schools, they also carry the knowledge that people are not eager to meet them. The writer would suggest that when teachers have the knowledge that "most people are not eager to meet teachers", then they would need all the 'front' necessary to carry off the performance of their roles.

Goffman (1959:37) puts it this way :

"When an actor takes on an established social role, usually he finds that a particular front has already been established for it. Whether his acquisition of the role was primarily motivated by a desire to perform the given task or by a desire to maintain the corresponding front, the actor will find that he must do both."

Indeed, it seems that what is being seen in the responses are the tensions created when the front must be maintained (Item 3) and the desire to perform a given task. Whether committed to the role of teacher or not, persons who enter the role may therefore exhibit ambivalence when they get to see their group regarded in a stereotyped way, portraying for all to see the negative and positive attributes imputed to them. This insight may repel, since being a part of a wider context, by social and psychological identification with those who perform the role of teacher. The individual teacher is held by what offends, transforming his actions into expressions of distance, as a resolution to the role strain. There do not appear to be easy formulae for the resolution of such conflict when roles attract neither status nor power, and those roles are entered into without reflection.

The T.S.T. showed in many cases how problematic, complex and multifaceted the teacher's role was and that considerable strain was experienced in trying to measure up to the expectations associated with all the demands of the role. One teacher saw a conflict between his career and political views :

"I am too cowardly to make a political stand for fear of cutting off the thin promotional thread of my own career."

Another teacher found that the extra-mural demands were valued beyond the other facets of his teaching role; while other teachers expressed their enthusiasm for the diversity of roles the extra-mural duties brought to them.

"I am called upon to do many extra-mural duties. My ability is often judged on how well I can do these jobs which are essentially peripheral roles."

After some five years of teaching this statement was made by a young teacher :

"I am too shy to admit before strangers that I teach."
("Ek is skaam om teenoor vreemdes te erken dat ek skoolgee.")

Feelings about being locked into a stereotyped role found expression in this way :

"I am completely against the typical teacher type. I cannot successfully and happily teach within such narrow limitations."
("Ek is absoluut teen die 'tipiese onderwyser' eienskappe - ek kan nie so rigied, binne streng beperkings en kodes suksesvol en gelukkig skoolhou nie.")

Acutely aware of the lack of status for teachers, a teacher said :

"I am particularly aware of the fact that men in teaching do not command respect in society."
("Ek is veral bewus van die feit dat die man in die onderwys geen respek in die samelewing afdwing nie.")

While another expressed her concern about identity and self renewal.

"I am a teacher who carries out the tasks given to me as best I can, but there is no space for self-development."
("Ek is 'n leerkrag wat my pligte sover moontlik uitvoer, maar vir wie daar geen ruimte vir selfontplooiing bestaan nie.")

The writer would suggest that in many instances there is a pull between the various repertoires of the roles we perform. Should one role not provide identity satisfactorily, then other roles will receive greater attention and energy. Without looking too deeply into the complexities of Heider's (1958) insights, it seems that the greater the difference between the satisfactions gained in performing

a peripheral role and the dominant role, the greater the likelihood of distancing oneself from the dominant role and seeking closer identification with the peripheral role. Thus, many teachers expressed their enjoyment of extra-mural activities or activities outside the school, and found satisfaction in these. Goffman (1961:95-96) saw the problems associated with dominant roles and peripheral roles when he says that :

"In any case, the term 'role distance' is not meant to refer to all behaviour that does not contribute to the task core of a given role but only to those behaviours that are seen by someone present as relevant to assessing the actor's attachment to his particular role and relevant in such a way as to suggest that the actor possibly has some measure of disaffection from, and resistance against, the role."

The T.S.T. statements, the Questionnaire and the interviews have indicated to some measure the 'disaffection from' and 'resistance against' the role of teacher, particularly the more ambiguous behaviours attributed to the role by society.

In Chapter Three the writer examined briefly some of the theoretical aspects of 'self and roles' (p.49-56). In order to indicate the complexities of this process and also to show that there are those who 'have creatively managed the role, so as to rise above its prescriptions and imputed characteristics' (p.65), the writer has reproduced the transcriptions from two male teachers, both who have had six years experience. One is from an Afrikaans school and the other from an English school. That both these teachers experience a disaffection from certain aspects of their roles is beyond doubt, but what does come through is that this disaffection is not allowed to find expression in a negative distancing from the role. In fact, it is evident that the role is transcended and self-realisation does take place - the merging of self and role.

The first interview with the Afrikaans-speaking teacher is given in English. This teacher enjoyed the challenge of responding in English and reverted to Afrikaans whenever he found he needed clarity of expression. The writer is indicated as M and the teacher as Mr.V.

M. You listed first in the T.S.T. the following statement : 'I am a professional teacher.' Is there some reason for placing this item first?

Mr.V. Yes because, for me, professionalism is important, because it embraces (omhels) the entire sphere of teaching. A teacher is like the other professions, it is in some way exalted (verhewe) to a certain level. At this level (vlak) there are certain things which you can do, because of qualifications, and things you don't do. It may be compared with the medical profession in some way. That - um - you do not tell a teacher how to go about working with children, he should know it. You don't lay down narrow parameters (riglyne) in which he must work, although there are some guidelines given. The teacher from his professional being will not do certain things - because of the structures - because of the professionalism.

M. Does this give you status?

Mr.V. Only to a certain extent. I believe the status is carried by the person himself. You do not get status by being a doctor or a lawyer, you get status through what you actually are.

A discussion followed about his belief in setting a good example and the responsibility he felt in this area.

M. The role of teacher, is it big enough to contain your personality?

Mr.V. Yes. A person can fulfil himself in this role ('n mens kan jouself daarin uitleef). True, the role has certain restrictions (beperkinge) which tend to keep you at a level from which you sometimes want to escape. But, I feel the restrictions are often more in the sense of guidelines and not benchmarks (dit moet as riglyne gesien word en nie beperkinge nie). In my classroom I'm answerable to myself and my conscience and this should help you to fulfil your role.

The question of the syllabus was discussed after this and a distinction was drawn between the academic demands of the

instructional role and the more realistic needs of children. The writer then posed the following question :

M. You get evaluated on the way children perform academically and yet you have indicated that you are concerned about the child's development. Is there not a clash of interest where your standing is based on academic results and your interests on the more personal developmental level?

Mr.V. I never let my pupils know that I see academic results to be of secondary importance. What is important to me is the child's personal growth and that I do tell them. I would push academic results in the class as if it were important - but through this, I stress that the personal is important to their development.

M. Are you happy, comfortable with your role as teacher?

Mr.V. Yes, and I will continue to teach as long as I can.

There were tensions and conflicts but the situation in this instance is being used to not only fill a role, but to use it in relating to children and to seek their personal growth.

In much the same way, Mr.S. the English-speaking male teacher saw the role as being merely a means to an end - the end being able to relate and to communicate with the pupils over issues he believed to be helpful and interesting to them. The interview ranged over issues found in the questionnaire and the T.S.T. Toward the end of the interview the writer posed the following question :

M. You're not unhappy with the role attributed to teachers by society?

Mr.S. I've got beyond that. I feel I've transcended that!

M. How did you do that?

Mr.S. By thinking about what I'm doing, by improving upon myself, by not losing contact with places like universities and other educational institutions. You can easily stagnate in a school and let it get you down. It's so easy to talk about the limitations in schools, and sit back and let them get you down. Like the syllabus, it's limited, the bureaucracy - it's limiting, it's a fixed situation. It takes a lot of effort and work and you can get above it.

M. Were you always able to see your position as clearly as this?

Mr.S. No, it's something that develops, it gets clearer all the time. Initially I battled, because my first two or three years of teaching I struggled to survive. You're in there, just 'hanging in'. There are so many things, so many misunderstood things. But it depends so much on whether you like what you are doing.

M. And you do?

Mr.S. I enjoy it thoroughly. I say quite easily, 'I love teaching'. I love the children because you can't fool them.

M. Does the role allow you self-realisation?

Mr.S. I find that filling the role, the common role as defined by people - if that was all, I'd suffocate. It's too limiting. I go beyond it where I can be myself. This means I constantly have to negotiate with others in this structure or organisation - so that I can creatively fill the role.

Teachers live in two worlds, the classroom and the wide world where economics, power and status are encountered. It would seem that the demands and constraints and the opportunities presented are complex, making the interpretation of the role of teacher deeply personal and creative. Role distance is a phenomenon of behaviour which can be creative and self-actualising or it becomes an expression of defeat.

Goffman (1961:91) sees the double relationship and says

"The individual stands in a double relationship to attributes that are, or might be, imputed to him. Some attributes he may feel are rightfully his, others he will not; some he will be able to accept as part of his self-definition, others he will not."

The quest is difficult and the outcome unpredictable.

CHAPTER SIX

OBSERVATIONS

Because of the small sample and the method of data collection the writer feels that no evidence exists for casting teachers from either language group within a narrow range of behaviours within their respective roles.

Notwithstanding this observation, the writer found that within the Micro-situation, that is the classroom, there were differences of approach with regard to control and instruction (p.104).

Furthermore, there were expressions of distancing from the role of teacher if only because many found the role of teacher to be ambiguous and rather ill-defined (p.110). This was especially so when there was an awareness of the personal needs of pupils which could not be met because of the constraints of the situation (p.109).

There seemed to be an awareness of the multi-dimensional nature of the role of teacher (p.127) and this allowed teachers to select from among the various sub-roles which articulated more readily the congruence between self-perceptions and the social attributes of the role (p.113).

In certain cases, teachers saw the enactment of their roles as being a staged event (p.143) which called upon them to experience definite emotional responses (pp.117-118). This is not to suggest that the participants were passive in the face of unfolding events, but rather

that teachers were active in changing the structures where they found them to be too constricting for the role performance (pp.121-122).

Relating to the emotional responses referred to in the previous paragraph, these ranged from deep concern and often anger (p.127) to a sense of fulfilment (pp.145-148).

Many teachers distanced themselves from the more unpleasant aspects of their roles and displayed considerable autonomy and creativity by changing the situation to accommodate most of the roles within the role set (p.124). By doing this they were able to escape in some measure the more 'contaminating' aspects of the role. The experience of transforming the more ambiguous aspects of the role was seen to introduce experiences of tension (p.137). This transforming process is a creative one and seems to confirm the insight that individuals, upon entering a socially prescribed role, tend to attempt to 'make' roles rather than just take roles (p.144). The transforming process also held an element of risk for some, since the role of teacher appears to be less narrowly defined by some sections of the community, while at the same time to be rigidly prescribed in other sections of the same community.

Most teachers in this survey revealed a tendency to conform to the role expectations, often to an alarming degree, but they also made it clear that they wished to protect their individuality (p.125-126).

There was little evidence of the creation of informal groups, in order to provide opportunities for exploring collectively, within the formal organisation of the school, those other roles which would allow them to move beyond mere commitment. From this, the writer would see an attempt to balance the demands made upon the 'pragmatic self' in the

organisational context and the ideal self relating to the more personal objectives of self actualisation.

- Teachers in this sample indicated their awareness of the social imputations of their roles and characteristics of patience, pleasantness, being informed, skillful, helpful, to name a few (p.127-130). This led to an awareness of the expectations that teachers were seen to be involved with the processes of reproducing society and its values. The expectations these aroused affected the choice of profession. Many were aware of the inhibiting factor these expectations held and expressed distance from them and the limitations of the process of typification (p.127).

It would appear that when the parameter of a role performance has been scrutinised for a length of time and at close quarters, as is the case with the role of teacher, then it would appear that the quality of interaction within the role set can be somewhat predictable. Because of this reality, in some instances teachers are eager to escape from the confining strictures of the conventional idea of the 'teacher type'.

With other sources of knowledge, outside the classroom, such as the media in all its forms, the role of the teacher could become more diffuse with an ever more precarious hold upon identity derived from the instructional role, both within the classroom and without. This would lead to ever greater expressions of role distance where new aspects of the role will need to be found for the experience of identity-in-role. It could perhaps necessitate a change of role, to that of facilitator with all the possibilities this holds for all within the role set.

SOME RECOMMENDATIONS

Because of the limited nature of this study, recommendations made are tenuous, and are seen as ways and means of dealing with the evidence yielded.

What became evident was that this study merely touched on a vast and unexplored area within the Educational context in South Africa and that greater clarity was needed as to the way various race groups and cultures experienced the role of the teacher. With students and pupils walking out of classrooms and marching in the streets, the role of the teacher would become extremely difficult to sustain, especially if the role is perceived by the pupils to be part of an ideology they reject. To derive any identity from such a role, within a community torn by strife, would involve great conflict on a personal or social level. If the instruments used in this survey were tested under more rigorous conditions, refined and used to measure role distance in a cross-cultural study, the writer believes that it may yield reliable data upon which action could rest, relating to recruitment of teachers, training of teachers and induction of qualified teachers.

TEACHER EDUCATION

The data collected for this study has, in a small measure, shown that the role of the teacher is firstly a practical one, since it appears that the role is active; the teacher is aware of her performance before others; the presentation, not only of lessons, but also of the self.

The passage from one role to another is a crucial period especially if the future role is demonstratively active, public and personal. This transition from one role to another comes at a time when most students are seeking for an identity.

Erikson, in an article 'Identity and Identity Diffusion' (1959:203) says that through a process of role experimentation the individual may find a niche in some part of his society :

"... a niche which is firmly defined and yet seems to be uniquely made for him. In finding it the young adult gains an assured sense of inner continuity and social sameness which will bridge what he was ... and what he is about to become."

The writer has come to believe that the 'role experimentation' within teacher education is fraught with considerable tensions. These are generated by the essentially progressive attitudes enunciated by teacher educators and the more conservative teacher/syllabus-centered approach advocated and practised in the schools. When the student teacher gets into the practice teaching situation, the resident teacher defines the situation, since she holds the greatest power. It is her classroom! The question then arises concerning the role experimentation. Most student teachers will 'play at' the role because of the ambivalence inherent within the role set, namely, teacher, student and lecturer, with student trying to please both. Erikson (1959:203) continues :

"... for it is of great relevance to the young individual's identity formation that he be responded to, and be given function and status as a person, whose gradual growth and transformation make sense to those who begin to make sense to him."

In order to gain a sense of self and self-realisation within the role of teacher it seems that more time needs to be spent, not only on practising the role, but also to be given a 'function and status'. That student-teachers have neither is perhaps part of the reason why it is that many, once committed to the role, see their sense of attachment wane; while others once attached to role because of the lack of experimentation become over-attached and lose themselves within the more structured institutional definitions of the role.

The socialisation of teachers is a topic which has enjoyed much focus, but received particular development in Pollard's work (1980:1985), where the expectations generated outside the classroom are seen to be powerful modifiers of teachers' behaviour. Peterson (1984:109) looked at the socialisation process in terms of age and institutional setting and concluded that the role changed over a period of time, with

"... career teachers want(ing) recognition as they grew older - recognition for having dedicated their lives to other people's children."

From these research projects and from this study it would seem that the induction of teachers needs more care and sensitivity. The policy in this country of 'throwing them in at the deep end' has demonstrated its pointlessness. The casualties and the apparent lack of grassroots teacher innovation attest to the lack of thought given to this area. Perhaps a closer collaborative approach between schools, teachers and teacher educators needs more serious attention than it has received in the past.

CONCLUSIONS

As society changes so do the roles and their centrality within the complex fabric of the various communities. As South Africa moves toward an uncertain future, education remains one of the key issues. The desperate need to provide adequate education to facilitate prosperity and growth in which peaceful change can be accommodated is crucial. Conflict surrounding education has dominated the political-social arena since 1976 and shows little evidence of becoming a side issue.

At the centre of conflict rests the role of the teacher. This research has shown that the role is not particularly attractive and yet for so many it provides a way for self-fulfilment and growth; it is not a role readily sought after, yet it enjoys support from most sectors of the society; it is not a role laden with status, yet each community values and continues to support efforts to make the role more worthy; it is a role in which power is given to individuals to exercise over others, yet those who use this power are themselves powerless in many respects. As an identity defining role, it is burdened with attributes from which most incumbents seek distance. This ambiguity is captured by Goffman (1959:123) when he says :

"I have argued that the individual does not embrace the situated role that he finds available to him, while holding all his other selves in abeyance. I have argued that the situated activity system provides an arena for conduct and that in this arena the individual constantly twists, turns and squirms, even while allowing himself to be carried along by the controlling definition of the situation. The image that emerges of the individual is that of a juggler and synthesizer, an accommodator and an appeaser, who fulfils one function while he is engaged in another."

APPENDIX 1

Philosophy

The following attempt at expressing the philosophy of the SATA has been submitted to the General Committee and to all Branches for their comment. It is published in terms of the Resolution passed at Conference 1983. Members are invited to comment on this draft document. Please submit these comments to Mr Trevor Webster, Kimberley Boys' High School, Kimberley.

Introduction

English-speaking teachers are becoming more assertive with regard to educational standards set in the classroom, the enterprising management of their schools and the associations which demand to be treated seriously as professional bodies. Attempts at expressing an English philosophy have been made in the Transvaal and Natal; the difficulty being to be consistent both with the English tradition and the needs of the community, often of multinational origins.

English-speakers seem to favour the liberal respect for the development of the autonomy of the *individual*. Both the conservative Afrikaner Christian National Education and the Marxist class conflict educational philosophies seem to be too deterministic, group orientated and authoritarian to satisfy most English-speakers.

The English-speaking philosophy of education

Liberal Nature

The moderate character of most English-speakers gives them a conservative pride in their heritage, their group identity and, most of all, their English language which is possibly their main common denominator. The English language helps mould their character with its flexibility, comprehensiveness and international use. This means that English speakers can communicate with people all over the world and identify with English-speakers in other countries, which gives them a universality of values. The main characteristic, however, of the English-speaker is possibly his respect for the rights of the individual, his tolerance of the views of others. In this sense his educational philosophy is *liberal*.

Teaching for character development

English-speaking teachers generally use a child-centred approach which leads to the encouragement of the development of *character*. Children are given opportunities to reach

their full potential, the goal of education being the realization of the individual's uniqueness and therefore his gaining individual autonomy. Teachers, through their positive attitude, can sometimes influence children more than the content of the curriculum. Teachers generally guide rather than instruct; they should teach their children to analyse critically and so seek after the truth.

The education of the child should have a balance between spiritual, cultural, physical and academic opportunities and should aim at developing the whole child rather than making him an expert in one area. The interests of the group are important but the interests of the individual should be highly regarded.

Democratic Organization

In School management English-speaking teachers generally favour a democratic, participatory method of decision-making rather than an authoritarian one. Schools should have a fair degree of local autonomy allowing for an open approach by individual schools if desired. Non-state schools are acceptable, even desirable. School assessment on an internal, self-evaluative basis is preferred to external judgement, inspectors are seen as advisers to guide rather than as police to judge and punish. Parent participation should be encouraged. Values of justice, fairness and the freedom of self-expression are cornerstones in any educational structure. Equality, meaning equality of opportunity, should be adhered to and might involve the use of compensatory education.

Cultural Tradition and the English language

Schools are influenced by their context: they prepare children within the economic framework of capitalism, the political system of democracy and the religion of Christianity. Schools have the responsibility to transmit the *English-speaking heritage*: the English language and the values respected by English-speakers, such as fairness, sportsmanship, commitment, loyalty, good fellowship, concern for others, determination, sense of humour, compassion, honesty, moral convictions.

Teachers tend to set the example for their children.

Tolerance of others

The responsibility of the professional association, the S.A.T.A., should be to be the vehicle for the expression of the interests of its members and the aspirations and values of English-speakers. The S.A.T.A. should make contact with other groups and respect their viewpoints. The S.A.T.A. is accountable to its community, its members, through Conference, its publications and through constant contact, particularly through head office. The S.A.T.A. should express the English-speaking teachers' standpoint.



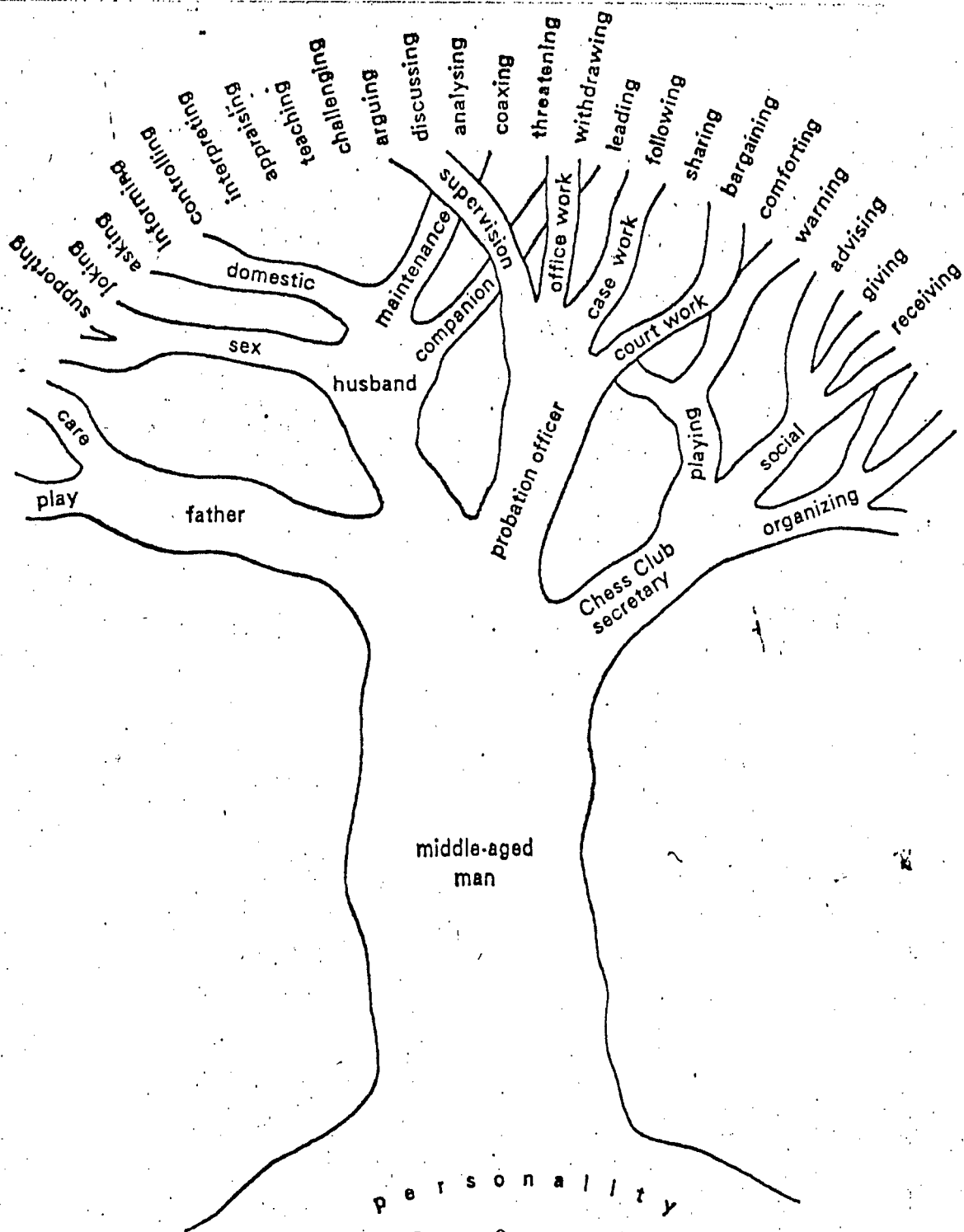


Figure 5.1 The role tree — Ralf Raddock p.106.

CATEGORY A

THE POSITIVE EVALUATION OF THE TEACHER'S ROLE BY OTHERS

1. Public officials see teachers as moulders of society.
2. Parents believe the teaching profession ranks high socially.
3. Administration officers do not see teachers as being flexible personalities.
4. Teachers tend to encourage young people to choose education as a career.
5. Innovation in the classroom is what the public expect from teachers.
6. Most teachers do a better job when checked on by principals.
7. An organised teacher will win less admiration than a purely creative teacher.
8. Education is regarded by education supervisors to be central in the teacher's role.
9. Teachers should support goals set by the school regardless of their beliefs and values.
10. Pupils expect the teacher to use punishment as a form of discipline in the classroom.
11. Teachers have special skills which most parents acknowledge as being critical in their children's progress.

CATEGORY B

THE ABILITY TO ENACT THE ROLE OF TEACHER POSITIVELY

1. I find it easy to fulfil the expectations associated with keeping order in the classroom.
2. I see my instructional duties as being the most important in my task as teacher.

3. Being able to relate to children is not central to being a good teacher.
4. Being able to guide pupils is more important than being able to give long verbal explanations.
5. Receiving immediate rewards in one's work is not as important as working toward building a better society in the future.
6. Motivating pupils is the least important feature of the role of the teacher.
7. Teaching is one of the most necessary of professions.
8. Promoting neatness and accuracy enjoys most of my attention and confirms my role as teacher.
9. Getting through the syllabus, although difficult, remains a satisfying experience and a challenge.

CATEGORY C

OTHERS IDENTIFYING US WITH A PARTICULAR ROLE (TEACHER)

1. I am generally pleased to acknowledge I am a teacher in any kind of company.
2. I am able and I do use regularly my teaching skills outside the classroom.
3. Teachers should openly speak of their classroom experiences to others.
4. Most people are eager to meet teachers.
5. People recognise me as a teacher because of the way I speak and behave in society.
6. Teachers need a dress code in keeping with their professional status in society.
7. Teachers should not be identified with their work once outside the school.
8. Teachers do not generally have values outside the mass of society which they try to teach children.

CATEGORY D

THE DEGREE OF DISCRETION IN ENACTING THE ROLE

1. The presence of rigid syllabuses and accompanying text books allow teachers to be truly professional.
2. The fragmented day (periods) gives teachers ample time to teach thoroughly in most subjects.
3. Subject teachers are usually consulted as to the pupils' needs in their subject when a time-table is constructed.
4. Regular tests are the most reliable form of measuring teacher effectiveness.
5. The average teacher feels less secure when headmasters tell them exactly what to do.
6. Teachers are able to use their discretion more often in their work than any other profession.
7. Innovation is encouraged and the independence of teacher behaviour promoted.

CATEGORY E

THE AMOUNT OF TIME AND EFFORT WE INVEST IN THE ENACTMENT OF THE TEACHER'S ROLE

1. Teachers are well paid for the actual number of hours they teach.
2. Teachers spend an inordinate amount of time marking and preparing work.
3. The time and effort spent on extra-mural activities is profitable and worthwhile to teachers.
4. Teachers happily seek opportunities for enriching their roles at Teachers' Centres and 'In-Service' courses.
5. Teacher education courses are too short to prepare teachers for the demands of class teaching.

CATEGORY F

THE SACRIFICES TEACHERS MAKE IN ORDER TO ENACT THE ROLE

1. Teachers consider ideals more important than remuneration in choosing a career.
2. Families of men teachers make material sacrifices in order that society may benefit.
3. With promotion possibilities few in the teaching profession most teachers have little ambition beyond their classrooms.
4. Married women teachers often neglect their families.
5. Teaching is a short cut to old age.
6. Teachers should put the interests of their pupils first before considering promotion prospects.

CATEGORY G

THE PUBLICITY ACCORDED TO THE TEACHER'S ROLE

1. The media are not favourably disposed toward the teaching profession.
2. The establishment of a Teachers' Council has done much to raise the public awareness of the profession.
3. The public are generally ignorant of the teacher's role and its personal demands.
4. Strike action as a means of informing the public of teachers' salaries is acceptable.
5. Teachers are themselves the best advertisements of their profession.
6. The teacher is a professional practitioner, but despite this is generally treated as if he were not.

CATEGORY H

THE DEGREE OF UNRESOLVED ROLE STRAIN

1. Teaching is merely a routine job.
2. Teaching is not often done whole-heartedly.
3. Teaching offers few opportunities for advancement.
4. Keeping order and disciplining children takes up more time and energy than instruction.
5. Teaching isolates a person from the rest of the world.
6. Teachers get into a rut far quicker than persons in other professions.
7. Teaching stifles ambition.
8. Providing for individual differences in the classroom is more complex and demands more skill than my training provided me with.
9. To remain helpful, cheerful and optimistic while teaching is impossible.
10. Teaching children provides the best opportunity for self-renewal.
11. The intellectual climate of a country depends least on its teachers.
12. The teacher is merely an information guide.
13. Teaching is not a mystery to most of the public and they know as well as the teacher what is expected, to achieve good results.

CATEGORY I

BENEFITS DERIVED FROM THE ROLE OF TEACHER

1. Teachers serve humanity and the future.
2. Teaching decreases one's ability to meet people socially and intellectuality.
3. Dealing with youth keeps a teacher young, alert and active.
4. Teachers are usually community leaders and moulders of society.
5. Teaching profession performs more actual good for mankind than any other.

QUESTIONNAIRE INSTRUCTIONS

The following pages contain 70 statements about teaching and the teacher's role. You are asked to indicate your own feelings about them by placing a cross in the appropriate box on the separate answer sheet provided.

There are FIVE possible responses :

- SA - if you strongly agree
- A - if you agree
- U - if you are undecided and cannot express an opinion
- D - if you disagree
- SD - if you disagree strongly

Please respond to every question. There are no right or wrong answers. Respond to each statement spontaneously - give your first feeling response. Do not attempt to rationalise.

Thank you for participating. I shall communicate to you the results of this research and trust you may find it helpful and informative as you become more aware of the importance of the role you occupy as a teacher.

Sincerely

M.R. Fisher

1. Public officials see teachers as moulders of society.
2. I find it easy to fulfil the expectations associated with keeping order in the classroom.
3. I am generally pleased to acknowledge I am a teacher in any kind of company.
4. The presence of rigid syllabuses and accompanying text books allow teachers to be truly professional.
5. Teachers are well paid for the actual number of hours they teach.
6. Teachers consider ideals more important than remuneration in choosing a career.
7. The media are not favourably disposed toward the teaching profession.
8. Teaching is merely a routine job.
9. Teachers serve humanity and the future.
10. Parents believe the teaching profession ranks high socially.
11. I see my instructional duties as being the most important in my task as teacher.
12. I am able and I do use regularly my teaching skills outside the classroom.
13. The fragmented day (periods) gives teachers ample time to teach thoroughly in most subjects.
14. Teachers spend an inordinate amount of time marking and preparing work.
15. Families of men teachers make material sacrifices in order that society may benefit.
16. The establishment of a Teachers' Council has done much to raise the public awareness of the profession
17. Teaching is not often done whole-heartedly.
18. Teaching decreases one's ability to meet people socially and intellectually.
19. Administration officers do not see teachers as being flexible personalities.
20. Being able to relate to children is not central to being a good teacher.
21. Teachers should openly speak of their classroom experiences to others.

22. Subject teachers are usually consulted as to the pupils' needs in their subject when a time-table is constructed.
23. The time and effort spent on extra-mural activities is profitable and worthwhile to teachers.
24. With promotion possibilities for few in the teaching profession, most teachers have little ambition beyond their classrooms.
25. The public are generally ignorant of the teacher's role and its personal demands.
26. Teaching offers few opportunities for advancement.
27. Dealing with youth keeps a teacher young, alert and active.
28. Teachers tend to encourage young people to choose education as a career.
29. Being able to guide pupils is more important than being able to give long verbal explanations.
30. Most people are eager to meet teachers.
31. Regular tests are the most reliable form of measuring teacher effectiveness.
32. Teachers happily seek opportunities for enriching their roles at Teachers' Centres and 'In-Service' courses.
33. Married women teachers often neglect their families.
34. Strike action as a means of informing the public of teachers' salaries is acceptable.
35. Keeping order and disciplining children takes up more time and energy than instruction.
36. Teachers are usually community leaders and moulders of society.
37. Innovation in the classroom is what the public expect from teachers.
38. Receiving immediate rewards in one's work is not as important as working toward building a better society in the future.
39. People recognise me as a teacher because of the way I speak and behave in society.
40. The average teacher feels less secure when headmasters tell them exactly what to do.
41. Teacher education courses are too short to prepare teachers for the demands of class teaching.
42. Teaching is a short cut to old age.

43. Teachers are themselves the best advertisements of their profession.
44. Teaching isolates a person from the rest of the world.
45. Teaching profession performs more actual good for mankind than any other.
46. Most teachers do a better job when checked on by principals.
47. Motivating pupils is the least important feature of the role of the teacher.
48. Teachers need a dress code in keeping with their professional status in society.
49. Teachers are able to use their discretion more often in their work than any other profession.
50. Teachers should put the interests of their pupils first before considering promotion prospects.
51. The teacher is a professional practitioner, but despite this is generally treated as if he were not.
52. Teachers get into a rut far quicker than persons in other professions.
53. An organised teacher will win less admiration than a purely creative teacher.
54. Teaching is one of the most necessary of professions.
55. Teachers should not be identified with their work once outside the school.
56. Innovation is encouraged and the independence of teacher behaviour promoted.
57. Teaching stifles ambition.
58. Education is regarded by education supervisors to be central in the teacher's role.
59. Promoting neatness and accuracy enjoys most of my attention and confirms my role as teacher.
60. Teachers do not generally have values outside the mass of society which they try to teach children.
61. Providing for individual differences in the classroom is more complex and demands more skill than my training provided me with.
62. Teachers should support goals set by the school regardless of their beliefs and values.
63. Getting through the syllabus, although difficult, remains a satisfying experience and a challenge.

64. To remain helpful, cheerful and optimistic while teaching is impossible.
65. Pupils expect the teacher to use punishment as a form of discipline in the classroom.
66. Teaching children provides the best opportunity for self-renewal.
67. Teachers have special skills which most parents acknowledge as being critical in their children's progress.
68. The intellectual climate of a country depends least on its teachers.
69. The teacher is merely an information guide.
70. Teaching is not a mystery to most of the public and they know as well as the teacher what is expected, to achieve good results.

[illegible]

26	BS	S	O	N	HB	
27	BS	S	O	N	HB	
28	BS	S	O	N	HB	
29	BS	S	O	N	HB	
30	BS	S	O	N	HB	
31	BS	S	O	N	HB	
32	BS	S	O	N	HB	
33	BS	S	O	N	HB	
34	BS	S	O	N	HB	
35	BS	S	O	N	HB	
36	BS	S	O	N	HB	
37	BS	S	O	N	HB	
38	BS	S	O	N	HB	
39	BS	S	O	N	HB	
40	BS	S	O	N	HB	
41	BS	S	O	N	HB	
42	BS	S	O	N	HB	
43	BS	S	O	N	HB	
44	BS	S	O	N	HB	
45	BS	S	O	N	HB	
46	BS	S	O	N	HB	
47	BS	S	O	N	HB	
48	BS	S	O	N	HB	
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51	BS	S	O	N	HB	
52	BS	S	O	N	HB	
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54	BS	S	O	N	HB	
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57	BS	S	O	N	HB	
58	BS	S	O	N	HB	
59	BS	S	O	N	HB	
60	BS	S	O	N	HB	
61	BS	S	O	N	HB	
62	BS	S	O	N	HB	
63	BS	S	O	N	HB	
64	BS	S	O	N	HB	
65	BS	S	O	N	HB	
66	BS	S	O	N	HB	
67	BS	S	O	N	HB	
68	BS	S	O	N	HB	
69	BS	S	O	N	HB	
70	BS	S	O	N	HB	

Dankie.

Martin Fisher

TWENTY STATEMENTS

In order to find out how teachers respond to the various roles they assume in schools and society, as a teacher you are requested to complete the statement "I am" twenty times. In your responses, try to focus upon the various roles you have and the way you fulfil these roles. Please make every effort to complete the twenty statements.

1. I am

.....

2. I am

.....

3. I am

.....

4. I am

.....

5. I am

.....

6. I am

.....

7. I am

.....

8. I am

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9. I am

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10. I am
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11. I am
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12. I am
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13. I am
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14. I am
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15. I am
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16. I am
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17. I am
.....

18. I am
.....

19. I am
.....

20. I am
.....

Thank you very much.

Martin Fisher

TWINTIG STELLINGS

Ten einde vas te stel hoedat leerkragte reageer in die verskeie rolle wat hulle vervul in die skoolopset en in die samelewing/gemeenskap, word u, as onderwyser/es, versoek om die stelling "Ek is..." twintigmaal te voltooi. U word versoek om te probeer konsentreer op u verskillende rolle en die wyse waarop u hulle vervul. U word beleef versoek om alles in u vermoë te doen om al twintig stellings te voltooi.

1. Ek is.....

.....

2. Ek is.....

.....

3. Ek is.....

.....

4. Ek is.....

.....

5. Ek is.....

.....

6. Ek is.....

.....

7. Ek is.....

.....

8. Ek is.....

.....

9. Ek is.....

.....

10. Ek is.....

.....

VRAELYSOPDRAGTE

Op die volgende bladsye vind u 70 stellings wat verband hou met die onderwys en die rol van die leerkrag. U word versoek om deur middel van 'n kruisie in die toepaslike ruimte op die aparte antwoordbladsy wat voorsien word, u eie gevoelens omtrent hierdie stellings aan te dui.

Daar is VYF moontlike reaksies :

- BS - as u beslis saamstem
- S - as u saamstem
- O - as u onbeslis is en nie 'n mening kan uitspreek nie
- N - as u nie saamstem nie
- HB - as u hewig beswaar maak teen die stelling

Reageer asseblief op elke stelling en doen dit op 'n spontane wyse met u eerste gevoelsreaksie. Daar is geen antwoorde wat noodwendig net reg of verkeerd is nie. Moet nie probeer rasionaliseer nie, d.w.s. verstandelik uitle of verklaar nie.

Baie dankie vir u samewerking.

Ek sal u inlig omtrent die uitslag van hierdie navorsing met die hoop dat u dit insiggewend sal vind soos u meer bewus word van die belangrikheid van die rol wat u as leerkrag vervul.

Die uwe

M.R. Fisher

1. Amptenare beskou leerkrigte as vormers van die gemeenskap.
2. Ek vind dit maklik om te voldoen aan dit wat van my verwag word ten opsigte van die handhawing van gesag in die klaskameropset.
3. Oor die algemeen erken ek maklik in enige soort geselskap dat ek 'n onderwyser/es is.
4. Onbuigsame leerplanne en die voorgeskrewe boeke wat daarmee gepaard gaan maak dit moontlik vir leerkrigte om werklik professioneel te wees.
5. Leerkrigte word goed besoldig vir die aantal ure wat hulle werklik klasgee.
6. Leerkrigte ag ideale as van groter belang as besoldiging in die keuse van 'n beroep.
7. Die media is die onderwysberoep nie goedgesind nie.
8. Om skool te hou is bloot sloerwerk.
9. Leerkrigte dien die mensdom en werk vir die toekoms.
10. Ouers glo dat die onderwysberoep 'n hoë sosiale status geniet.
11. Ek beskou onderrig as die belangrikste plig in my taak as leerkrig.
12. Ek is in staat om my onderwysvaardighede buite die klaskamer te gebruik en ek doen dit wel.
13. Die onderbroke dag (periodes) maak dit moontlik vir leerkrigte om oorgenoeg tyd tot hulle beskikking te hê om deeglike onderwys in die meeste van die skoolvakke te gee.
14. Die tyd bestee aan die nasien en voorbereiding van skoolwerk is buitensporig.
15. Die gesinne van manlike lede van die onderwysberoep moet materiële opofferings maak sodat die samelewing kan baat.
16. Die daarstelling van 'n Onderwysraad het baie bygedra om die publiek meer bewus te maak van die professie.
17. Die onderwys word nie altyd met heelhartige toewyding benader nie.
18. Die onderwysberoep belemmer die vermoë om ander mense op sosiale en intellektuele vlak te ontmoet.
19. Administratiewe beamptes beskou leerkrigte nie as buigsame persoonlikhede nie.

20. Om goed met kinders oór die weg te kom beteken nie noodwendig dat iemand 'n goeie onderwyser/es is nie.
21. Leerkrigte behoort dit wat hulle in hulle klaskamers ondervind openlik met ander te bespreek.
22. Wanneer die rooster opgestel word, word vakonderwysers/esse gewoonlik geraadpleeg aangaande die behoeftes van hulle leerlinge in die bepaalde vak.
23. Die tyd gewy aan buitemuurse bedrywighede en die inspanning wat dit verg, word deur leerkrigte as belonend en die moeite werd beskou.
24. Omdat bevordering in die onderwysberoep slegs vir die enkeles beskore is, het die meeste leerkrigte min ambisie wat verder as die klaskamer strek.
25. Die publiek is in die algemeen onbewus van die onderwyser/es se rol en die persoonlike eise wat dit stel.
26. Die onderwysberoep bied min geleenthede vir bevordering.
27. Om met die jeug te werk, hou leerkrigte jonk, wakker en lewenskragtig.
28. Leerkrigte is geneig om jong mense aan te moedig om die onderwys as loopbaan te kies.
29. Om leiding aan leerlinge te verskaf is belangriker as die gebruik van lang, verbale verduidelikings.
30. Die meeste mense is gretig om met leerkrigte kennis te maak.
31. Gereelde toetsing is die betroubaarste manier om die doeltreffendheid van die leerkrigte te bepaal.
32. Leerkrigte verwelkom die geleenthede wat Onderwyssentra en Indiensopleidingkursusse vir hulle bied om hulle rol te verryk.
33. Getroude onderwyseresse skeep dikwels hulle gesinne af.
34. Staking as 'n middel om die publiek op die hoogte te hou van leerkrigte se besoldiging, is aanvaarbaar.
35. Om die tug te bewaar en dissipline te handhaaf verg meer tydsbesteding en energie as onderrig.
36. Leerkrigte is gewoonlik leiers en vormers van die gemeenskap.
37. Die publiek verwag van leerkrigte dat daar vernuwing in die klaskameropset moet wees.

38. Om te strewe na die opbouing van 'n beter toekomstige gemeenskap is meer belangrik as om onmiddellike beloning op mens se arbeid te verwag.
39. Die gemeenskap lei van my spraak en my gedrag af dat ek 'n onderwyser/es is.
40. Die gemiddelde onderwyser/es voel minder veilig wanneer skoolhoofde presiese opdragte gee.
41. Onderwysersopleidingskursusse is van te korte duur om leerkragte voldoende voor te berei vir die eise wat klasonderwys aan hulle stel.
42. Die onderwys is 'n kortpad na 'n mens se oudag.
43. Die leerkrag self verteenwoordig die beste reklame vir sy beroep.
44. Die onderwysberoep isoleer 'n mens van die res van die wereld.
45. Die onderwysberoep doen meer in belang van die mensdom as enige ander beroep.
46. Die meeste onderwysers/esse lewer deegliker werk indien hulle hoofde 'n wakende oog oor hulle hou.
47. Om leerlinge te motiveer is die onbelangrikste aspek in die rol van die leerkrag.
48. Leerkragte se kleredrag behoort deur 'n kode wat hulle status in die samelewing in aanmerking neem, bepaal te word.
49. In die uitvoering van hulle pligte is leerkragte in staat om hulle eie diskresie te gebruik meer dikwels as in enige ander professie.
50. Leerkragte behoort die belange van hulle leerlinge bo hulle eie vooruitsigte op bevordering te stel.
51. Dat die onderwyser/es 'n professionele status het, is waar maar desondanks die feit geniet hy/sy nie altyd die erkenning waarop hy/sy geregtig is nie.
52. Onderwysers/esse raak vinniger in 'n groef as persone in ander beroep.
53. 'n Goedgeorganiseerde leerkrag dwing minder bewondering af as 'n suiwer skeppende leerkrag.
54. Die onderwys is een van die mees noodsaaklikste beroepe.
55. Leerkragte behoort nie buite die skoolopset met hulle werk geïdentifiseer te word nie.

56. Vernuwning word aangemoedig en die selfstandigheid van onderwysersgedrag word bevorder.
57. Die onderwysberoep smoor ambisie.
58. Superintendente (inspekteurs) in die onderwys beskou opvoeding as die kernrol van die leerkrag.
59. Die bevordering van netheid en akkuraatheid verg die meeste van my aandag en bevestig my rol as leerkrag.
60. Die waardes wat leerkragte aan hulle leerlinge probeer oordra, val gewoonlik selde binne die van die breë massa van die gemeenskap.
61. Om voorsiening te maak vir individuele verskille binne in die klaskamer is ingewikkelder en vereis meer vaardigheid as wat my opleiding my voor voorberei (voorsien) het.
62. Leerkragte behoort die doelwitte wat hulle skoël nastreef te ondersteun ten spyte van hulle eie oortuigings en waardes.
63. Om deur die leerplan te werk bly nog altyd 'n bevredigende ondervinding en 'n uitdaging ten spyte van die inspanning daaraan verbonde.
64. Om onderwys te gee en nog altyd hulpvaardig, opgeruimd en optimisties te bly, is onmoontlik.
65. Die leerlinge verwag dat leerkragte straf sal gebruik om dissipline binne in die klaskamer te handhaaf.
66. Om onderwys aan kinders te gee skep die beste geleentheid vir self-vernuwing.
67. Leerkragte het besondere vaardighede wat die meeste ouers aanvaar as van die uiterste belang vir hulle kinders se vordering.
68. Die intellektuele klimaat van 'n land hang die heel minste van sy leerkragte af.
69. Die leerkrag is slegs 'n verskaffer van inligting.
70. Vir die breë publiek is die onderwys geen geheim nie en hulle besef so goed as die leerkragte self watter vereistes nodig is om goeie resultate te behaal.

[illegible]

26	SA	A	U	D	SD	
27	SA	A	U	D	SD	
28	SA	A	U	D	SD	
29	SA	A	U	D	SD	
30	SA	A	U	D	SD	
31	SA	A	U	D	SD	
32	SA	A	U	D	SD	
33	SA	A	U	D	SD	
34	SA	A	U	D	SD	
35	SA	A	U	D	SD	
36	SA	A	U	D	SD	
37	SA	A	U	D	SD	
38	SA	A	U	D	SD	
39	SA	A	U	D	SD	
40	SA	A	U	D	SD	
41	SA	A	U	D	SD	
42	SA	A	U	D	SD	
43	SA	A	U	D	SD	
44	SA	A	U	D	SD	
45	SA	A	U	D	SD	
46	SA	A	U	D	SD	
47	SA	A	U	D	SD	
48	SA	A	U	D	SD	
49	SA	A	U	D	SD	
50	SA	A	U	D	SD	

51	SA	A	U	D	SD	
52	SA	A	U	D	SD	
53	SA	A	U	D	SD	
54	SA	A	U	D	SD	
55	SA	A	U	D	SD	
56	SA	A	U	D	SD	
57	SA	A	U	D	SD	
58	SA	A	U	D	SD	
59	SA	A	U	D	SD	
60	SA	A	U	D	SD	
61	SA	A	U	D	SD	
62	SA	A	U	D	SD	
63	SA	A	U	D	SD	
64	SA	A	U	D	SD	
65	SA	A	U	D	SD	
66	SA	A	U	D	SD	
67	SA	A	U	D	SD	
68	SA	A	U	D	SD	
69	SA	A	U	D	SD	
70	SA	A	U	D	SD	

Negative statements indicated -

Thank you.

Martin Fisher

11. Ek is.....
.....

12. Ek is.....
.....

13. Ek is.....
.....

14. Ek is.....
.....

15. Ek is.....
.....

16. Ek is.....
.....

17. Ek is.....
.....

18. Ek is.....
.....

19. Ek is.....
.....

20. Ek is.....
.....

Baie dankie.

Martin Fisher

ORIGINAL TRANSCRIPTION OF INTERVIEW

- M. Hoe het u gevoel toe u die twintig stellings voltooi het, intussen al die ander werk teen die einde van die jaar?
- T. Omdat dit die einde van die jaar was, was ek bewus van wat ek behaal het en wat ek eintlik wou gedoen het. Dit was nie vir my voldoende nie. Ek wou beter uitslae gehad het.
- M. As u oor uitslae praat, wat bedoel u daarmee eintlik : akademies - of op 'n ander vlak?
- T. Ek het gefrustreerd gevoel want toe ek sien wat ek behaal in die akademiese uitslae, vernaam in die skool, want dit is nie altyd sigbaar nie.
- M. U praat van akademiese uitslae, maar is dit die mees sentraal aspek van u rol as opvoerder, dit wil sê as 'n leerkrag? Is u bewus van die ander aspekte van u rol?
- T. Ja. Die akademiese werk is belangrik, maar vir my is die kind se persoonlikheid meer belangrik en ek wil iets doen om daardie persoonlikhede te verryk.
- M. Is daar plek en tyd bestee, in die organisasie van die skool, om hierdie aspek van u rol te vervul?
- T. Meen jy spesifieke periode - nee; maar ek probeer binne die raamwerk van die les. Ek soek gedurig vir aanknopingspunte. Ek voel persoonlik dat dit help nie as jy 'n kind in 'n klas sit met 'n probleem en ek vertel hom hy moet 'n opstel skryf. Dit maak vir my geen sin nie. Vir my persoonlik kom die kind eerste - en dan daarna is ek sy Afrikaanse onderwyser.
- M. As u uself in 'n ander situasie bevind, in 'n ander skool, meer akademies gesind, sou jy dieselfde gevoel het?
- T. Ek voel dat dit net so belangrik in 'n gewone skool om met kinders te kommunikeer, dit kom eerste, ofskoon die beklemtoon op akademiese vakke.

FILE:

Q1 1. Public officials see teachers as moulders of society.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	9	11.7	11.7	11.7
	2	48	62.3	62.3	74.0
	3	12	15.6	15.6	89.6
	4	8	10.4	10.4	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.247	STD ERR	.091	MEDIAN	2.000
MODE	2.000	STD DEV	.797+	VARIANCE	.636
KURTOSIS	.450	S E KURT	1.977	SKEWNESS	.802
S E SKEW	.274	RANGE	3.000	MINIMUM	1.000
MAXIMUM	4.000	SUM	173.000		

VALID CASES 77 MISSING CASES 0

Q2 2. I find it easy to fulfil the expectations associated with keeping order in the classroom.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	30	39.0	39.0	39.0
	2	34	44.2	44.2	83.1
	3	5	6.5	6.5	89.6
	4	8	10.4	10.4	100.0
	TOTAL	77	100.0	100.0	
MEAN	1.883	STD ERR	.106	MEDIAN	2.000
MODE	2.000	STD DEV	.932	VARIANCE	.868
KURTOSIS	.408	S E KURT	1.977	SKEWNESS	1.040
S E SKEW	.274	RANGE	3.000	MINIMUM	1.000
MAXIMUM	4.000	SUM	145.000		

VALID CASES 77 MISSING CASES 0

FILE

Q3

3. I am generally pleased to acknowledge I am a teacher in any kind of company.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	46	59.7	59.7	59.7
	2	22	28.6	28.6	88.3
	3	2	2.6	2.6	90.9
	4	7	9.1	9.1	100.0
	TOTAL	77	100.0	100.0	
MEAN	1.610	STD ERR	.105	MEDIAN	1.000
MODE	1.000	STD DEV	.920	VARIANCE	.846
KURTOSIS	1.702	S E KURT	1.977	SKEWNESS	1.592
S E SKEW	.274	RANGE	3.000	MINIMUM	1.000
MAXIMUM	4.000	SUM	124.000		

VALID CASES 77 MISSING CASES 0

4. The presence of rigid syllabuses and accompanying text books allow teachers to be truly professional.

Q4

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	15	17	22.1	22.1	22.1
	24	38	49.4	49.4	71.4
	33	(12)	15.6	15.6	87.0
	42	10	13.0	13.0	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.195	STD ERR	.106	MEDIAN	2.000
MODE	2.000	STD DEV	.932	VARIANCE	.869
KURTOSIS	1.373	S E KURT	1.977	SKEWNESS	.597
S E SKEW	.274	RANGE	3.000	MINIMUM	1.000
MAXIMUM	4.000	SUM	169.000		

VALID CASES 77 MISSING CASES 0

FILE:

Q5 5. Teachers are well paid for the actual number of hours they teach.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	2	2.6	2.6	2.6
	2	21	27.3	27.3	29.9
	3	9	11.7	11.7	41.6
	4	29	37.7	37.7	79.2
	5	16	20.8	20.8	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.468	STD ERR	1.134	MEDIAN	4.000
MODE	4.000	STD DEV	1.176	VARIANCE	1.384
KURTOSIS	-1.170	S E KURT	1.977	SKEWNESS	-.294
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	267.000		
VALID CASES	77	MISSING CASES	0		

Q6 6. Teachers consider ideals more important than remuneration in choosing a career.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	9	11.7	11.7	11.7
	2	29	37.7	37.7	49.4
	3	16	20.8	20.8	70.1
	4	21	27.3	27.3	97.4
	5	2	2.6	2.6	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.714	STD ERR	1.122	MEDIAN	3.000
MODE	2.000	STD DEV	1.074	VARIANCE	1.154
KURTOSIS	-1.012	S E KURT	1.977	SKEWNESS	.141
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	209.000		
VALID CASES	77	MISSING CASES	0		

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FILE

Q7 7. The media are not favourably disposed toward the teaching profession.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	3.9	3.9	3.9
	2	15	19.5	19.5	23.4
	3	21	27.3	27.3	50.6
	4	25	32.5	32.5	83.1
	5	13	16.9	16.9	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.390	STD ERR	1.126	MEDIAN	3.000
MODE	4.000	STD DEV	1.102	VARIANCE	1.215
KURTOSIS	-.756	S E KURT	1.977	SKEWNESS	-.227
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	261.000		

VALID CASES 77 MISSING CASES 0

Q8 8. Teaching is merely a routine job.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	46	59.7	59.7	59.7
	2	23	29.9	29.9	89.6
	3	1	1.3	1.3	90.9
	4	2	2.6	2.6	93.5
	5	5	6.5	6.5	100.0
	TOTAL	77	100.0	100.0	
MEAN	1.662	STD ERR	1.125	MEDIAN	1.000
MODE	1.000	STD DEV	1.096	VARIANCE	1.200
KURTOSIS	3.723	S E KURT	1.977	SKEWNESS	2.069
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	128.000		

VALID CASES 77 MISSING CASES 0

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FILE:

Q9 9. Teachers serve humanity and the future.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	34	44.2	44.2	44.2
	2	36	46.8	46.8	90.9
	3	6	7.8	7.8	98.7
	4	1	1.3	1.3	100.0
	TOTAL	77	100.0	100.0	
MEAN	1.662	STD ERR	.078	MEDIAN	2.000
MODE	2.000	STD DEV	.681	VARIANCE	.463
KURTOSIS	.596	S E KURT	1.977	SKEWNESS	.798
S E SKEW	.274	RANGE	3.000	MINIMUM	1.000
MAXIMUM	4.000	SUM	128.000		

VALID CASES 77 MISSING CASES 0

Q10 10. Parents believe the teaching profession ranks high socially.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	3.9	3.9	3.9
	2	23	29.9	29.9	33.8
	3	11	14.3	14.3	48.1
	4	36	46.8	46.8	94.8
	5	4	5.2	5.2	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.195	STD ERR	.120	MEDIAN	4.000
MODE	4.000	STD DEV	1.052	VARIANCE	1.106
KURTOSIS	-1.096	S E KURT	1.977	SKEWNESS	-.333
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	246.000		

VALID CASES 77 MISSING CASES 0

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FILE:

Q11 11. I see my instructional duties as being the most important in my task as teacher.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	9.1	9.1	9.1
	2	26	33.8	33.8	42.9
	3	5	6.5	6.5	49.4
	4	35	45.5	45.5	94.8
	5	4	5.2	5.2	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.039	STD ERR	1.134	MEDIAN	4.000
MODE	4.000	STD DEV	1.175	VARIANCE	1.380
KURTOSIS	-1.326	S E KURT	1.977	SKEWNESS	-.227
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	234.000		

VALID CASES 77 MISSING CASES 0

Q12 12. I am able and I do use regularly my teaching skills outside the classroom.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	10	13.0	13.0	13.0
	2	49	63.6	63.6	76.6
	3	9	10.4	10.4	87.0
	4	10	13.0	13.0	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.234	STD ERR	.096	MEDIAN	2.000
MODE	2.000	STD DEV	.841	VARIANCE	.708
KURTOSIS	.385	S E KURT	1.977	SKEWNESS	.891
S E SKEW	.274	RANGE	3.000	MINIMUM	1.000
MAXIMUM	4.000	SUM	172.000		

VALID CASES 77 MISSING CASES 0

FILE:

Q13 13. The fragmented day (periods) gives teachers ample time to teach thoroughly in most subjects.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	12	15.6	15.6	15.6
	2	30	39.0	39.0	54.5
	3	9	11.7	11.7	66.2
	4	25	32.5	32.5	98.7
	5	1	1.3	1.3	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.649	STD ERR	1.129	MEDIAN	2.000
MODE	2.000	STD DEV	1.133	VARIANCE	1.283
KURTOSIS	1.324	S E KURT	1.977	SKEWNESS	1.120
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	204.000		

VALID CASES 77 MISSING CASES 0

Q14 14. Teachers spend an inordinate amount of time marking and preparing work.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	3.9	3.9	3.9
	2	19	24.7	24.7	28.6
	3	8	10.4	10.4	39.0
	4	34	44.2	44.2	83.1
	5	13	16.9	16.9	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.455	STD ERR	1.131	MEDIAN	4.000
MODE	4.000	STD DEV	1.153	VARIANCE	1.330
KURTOSIS	1.938	S E KURT	1.977	SKEWNESS	1.441
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	266.000		

VALID CASES 77 MISSING CASES 0

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FILE:

Q15 15. Families of men teachers make material sacrifices in order that
society may benefit.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	16	20.8	20.8	20.8
	2	24	31.2	31.2	51.9
	3	20	26.0	26.0	77.9
	4	15	19.5	19.5	97.4
	5	2	2.6	2.6	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.519	STD ERR	.126	MEDIAN	2.000
MODE	2.000	STD DEV	1.105	VARIANCE	1.227
KURTOSIS	-.890	S E KURT	1.977	SKWNESS	.218
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	194.000		
VALID CASES	77	MISSING CASES	0		

Q16 16. The establishment of a Teachers' Council has done much to raise
the public awareness of the profession

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	8	10.4	10.4	10.4
	2	26	33.8	33.8	44.2
	3	12	15.6	15.6	59.7
	4	16	20.8	20.8	80.5
	5	15	19.5	19.5	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.052	STD ERR	.151	MEDIAN	3.000
MODE	2.000	STD DEV	1.327	VARIANCE	1.760
KURTOSIS	-1.272	S E KURT	1.977	SKWNESS	.145
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	235.000		
VALID CASES	77	MISSING CASES	0		

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FILE:

Q17 17. Teaching is not often done whole-heartedly.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	2	2.6	2.6	2.6
	2	13	16.9	16.9	19.5
	3	5	6.5	6.5	26.0
	4	41	53.2	53.2	79.2
	5	16	20.8	20.8	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.727	STD ERR	1.121	MEDIAN	4.000
MODE	4.000	STD DEV	1.059	VARIANCE	1.122
KURTOSIS	-.069	S E KURT	1.977	SKEWNESS	-.860
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	287.000		

VALID CASES 77 MISSING CASES 0

Q18 18. Teaching decreases one's ability to meet people socially and intellectually.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	13	16.9	16.9	16.9
	2	30	39.0	39.0	55.8
	3	5	6.5	6.5	62.3
	4	21	27.3	27.3	89.6
	5	8	10.4	10.4	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.753	STD ERR	1.149	MEDIAN	2.000
MODE	2.000	STD DEV	1.309	VARIANCE	1.715
KURTOSIS	-1.247	S E KURT	1.977	SKEWNESS	.293
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	212.000		

VALID CASES 77 MISSING CASES 0

FILE: 19. Administration officers do not see teachers as being flexible personalities.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	2	2.6	2.6	2.6
	2	6	7.8	7.8	10.4
	3	32	41.6	41.6	51.9
	4	33	42.9	42.9	94.8
	5	4	5.2	5.2	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.403	STD ERR	.093	MEDIAN	3.000
MODE	4.000	STD DEV	.815	VARIANCE	.665
KURTOSIS	.775	S E KURT	1.977	SKENNESS	.574
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	262.000		

VALID CASES 77 MISSING CASES 0

Q20 20. Being able to relate to children is not central to being a good teacher.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	26	33.8	33.8	33.8
	2	11	14.3	14.3	48.1
	3	3	3.9	3.9	51.9
	4	23	29.9	29.9	81.8
	5	14	18.2	18.2	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.844	STD ERR	.181	MEDIAN	3.000
MODE	1.000	STD DEV	1.590	VARIANCE	2.528
KURTOSIS	-1.674	S E KURT	1.977	SKENNESS	.021
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	219.000		

VALID CASES 77 MISSING CASES 0

FILE

Q21 21. Teachers should openly speak of their classroom experiences to others.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	5	6.5	6.5	6.5
	2	35	45.5	45.5	51.9
	3	11	14.3	14.3	66.2
	4	22	28.6	28.6	94.8
	5	4	5.2	5.2	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.805	STD ERR	1.124	MEDIAN	2.000
MODE	2.000	STD DEV	1.089	VARIANCE	1.185
KURTOSIS	1.039	S E KURT	1.977	SKEWNESS	.337
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	216.000		

VALID CASES 77 MISSING CASES 0

Q22 22. Subject teachers are usually consulted as to the pupils' needs in their subject when a time-table is constructed.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	12	15.6	15.6	15.6
	2	33	42.9	42.9	58.4
	3	14	18.2	18.2	76.6
	4	17	22.1	22.1	98.7
	5	1	1.3	1.3	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.506	STD ERR	1.119	MEDIAN	2.000
MODE	2.000	STD DEV	1.047	VARIANCE	1.095
KURTOSIS	1.890	S E KURT	1.977	SKEWNESS	.336
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	193.000		

VALID CASES 77 MISSING CASES 0

FILE:

Q23 23. The time and effort spent on extra-mural activities is profitable
and worthwhile to teachers.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	3.9	3.9	3.9
	2	32	41.6	41.6	45.5
	3	10	13.0	13.0	58.4
	4	20	26.0	26.0	84.4
	5	12	15.6	15.6	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.078	STD ERR	.138	MEDIAN	3.000
MODE	2.000	STD DEV	1.211	VARIANCE	1.468
KURTOSIS	-1.288	S E KURT	1.977	SKEWNESS	-.258
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	237.000		

VALID CASES 77 MISSING CASES 0

Q24 24. With promotion possibilities for few in the teaching profession,
most teachers have little ambition beyond their classrooms.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	9.1	9.1	9.1
	2	18	23.4	23.4	32.5
	3	12	15.6	15.6	48.1
	4	32	41.6	41.6	89.6
	5	8	10.4	10.4	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.208	STD ERR	.135	MEDIAN	4.000
MODE	4.000	STD DEV	1.185	VARIANCE	1.404
KURTOSIS	-.956	S E KURT	1.977	SKEWNESS	-.367
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	247.000		

VALID CASES 77 MISSING CASES 0

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FILE:

Q25 25. The public are generally ignorant of the teacher's role and its
personal demands.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	41	53.2	53.2	53.2
	2	26	33.8	33.8	87.0
	3	1	1.3	1.3	88.3
	4	6	7.8	7.8	96.1
	5	3	3.9	3.9	100.0
	TOTAL	77	100.0	100.0	
MEAN	1.753	STD ERR	.123	MEDIAN	1.000
MODE	1.000	STD DEV	1.078	VARIANCE	1.162
KURTOSIS	2.171	S-E-KURT	1.977	SKEWNESS	1.677
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	135.000		

VALID CASES 77 MISSING CASES 0

Q26 26. Teaching offers few opportunities for advancement.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	11	1.3	1.3	1.3
	2	15	19.5	19.5	20.8
	3	7	9.1	9.1	29.9
	4	38	49.4	49.4	79.2
	5	16	20.8	20.8	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.688	STD ERR	.120	MEDIAN	4.000
MODE	4.000	STD DEV	1.055	VARIANCE	1.112
KURTOSIS	-.550	S E KURT	1.977	SKEWNESS	-.652
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	284.000		

VALID CASES 77 MISSING CASES 0

FILE:

Q27 27. Dealing with youth keeps a teacher young, alert and active.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	9.1	9.1	9.1
	2	42	54.5	54.5	63.6
	3	9	11.7	11.7	75.3
	4	16	20.8	20.8	96.1
	5	3	3.9	3.9	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.558	STD ERR	.119	MEDIAN	2.000
MODE	2.000	STD DEV	1.045	VARIANCE	1.092
KURTOSIS	-.478	S E KURT	1.977	SKENNESS	.693
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	197.000		
VALID CASES	77	MISSING CASES	0		

Q28 28. Teachers tend to encourage young people to choose education as a career.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	3.9	3.9	3.9
	2	13	16.9	16.9	20.8
	3	16	20.8	20.8	41.6
	4	42	54.5	54.5	96.1
	5	3	3.9	3.9	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.377	STD ERR	.108	MEDIAN	4.000
MODE	4.000	STD DEV	.946	VARIANCE	.896
KURTOSIS	-.107	S E KURT	1.977	SKENNESS	-.829
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	260.000		
VALID CASES	77	MISSING CASES	0		

FILE: 29. Being able to guide pupils is more important than being able to
Q29 give long verbal explanations.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	32	41.6	41.6	41.6
	2	40	51.9	51.9	93.5
	3	4	5.2	5.2	98.7
	4	1	1.3	1.3	100.0
	TOTAL	77	100.0	100.0	
MEAN	1.662	STD ERR	.073	MEDIAN	2.000
MODE	2.000	STD DEV	.641	VARIANCE	.411
KURTOSIS	1.042	S E KURT	1.977	SKEWNESS	.749
S E SKEW	.274	RANGE	3.000	MINIMUM	1.000
MAXIMUM	4.000	SUM	128.000		

VALID CASES 77 MISSING CASES 0

Q30: 30. Most people are eager to meet teachers.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	1	1.3	1.3	1.3
	2	11	14.3	14.3	15.6
	3	28	36.4	36.4	51.9
	4	30	39.0	39.0	90.9
	5	7	9.1	9.1	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.403	STD ERR	.102	MEDIAN	3.000
MODE	4.000	STD DEV	.892	VARIANCE	.796
KURTOSIS	1.292	S E KURT	1.977	SKEWNESS	-.211
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	262.000		

VALID CASES 77 MISSING CASES 0

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FILE: (31) Regular tests are the most reliable form of measuring teacher effectiveness.
Q31

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	9.1	9.1	9.1
	2	28	36.4	36.4	45.5
	3	10	13.0	13.0	58.4
	4	26	33.8	33.8	92.2
	5	6	7.8	7.8	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.948	STD ERR	.134	MEDIAN	3.000
MODE	2.000	STD DEV	1.180	VARIANCE	1.392
KURTOSIS	-1.200	S E KURT	1.977	SKEWNESS	.053
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	227.000		
VALID CASES	77	MISSING CASES	0		

32. Teachers happily seek opportunities for enriching their roles at Teachers' Centres and 'In-Service' courses.
Q32

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	12	15.6	15.6	15.6
	2	31	40.3	40.3	55.8
	3	7	9.1	9.1	64.9
	4	20	26.0	26.0	90.9
	5	7	9.1	9.1	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.727	STD ERR	.144	MEDIAN	2.000
MODE	2.000	STD DEV	1.263	VARIANCE	1.596
KURTOSIS	-1.138	S E KURT	1.977	SKEWNESS	.334
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	210.000		
VALID CASES	77	MISSING CASES	0		

FILE:

Q33 33. Married women teachers often neglect their families.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	9	11.7	11.7	11.7
	2	20	26.0	26.0	37.7
	3	24	31.2	31.2	68.8
	4	19	24.7	24.7	93.5
	5	5	6.5	6.5	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.883	STD ERR	.127	MEDIAN	3.000
MODE	3.000	STD DEV	1.112	VARIANCE	1.236
KURTOSIS	-.743	S E KURT	1.977	SKEWNESS	.001
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	222.000		
VALID CASES	77	MISSING CASES	0		

Q34 34. Strike action as a means of informing the public of teachers' salaries is acceptable.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	6	7.8	7.8	7.8
	2	14	18.2	18.2	26.0
	3	6	7.8	7.8	33.8
	4	30	39.0	39.0	72.7
	5	21	27.3	27.3	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.597	STD ERR	.146	MEDIAN	4.000
MODE	4.000	STD DEV	1.280	VARIANCE	1.638
KURTOSIS	-.751	S E KURT	1.977	SKEWNESS	-.667
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	277.000		
VALID CASES	77	MISSING CASES	0		

FILE: (35) Keeping order and disciplining children takes up more time and energy than instruction.

See question (2)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	6	7.8	7.8	7.8
	2	44	57.1	57.1	64.9
	3	12	15.6	15.6	80.5
	4	12	15.6	15.6	96.1
	5	3	3.9	3.9	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.506	STD ERR	.112	MEDIAN	2.000
MODE	2.000	STD DEV	.982	VARIANCE	.964
KURTOSIS	.100	S E KURT	1.977	SKEWNESS	.881
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	193.000		

VALID CASES 77 MISSING CASES 0

Q36 36. Teachers are usually community leaders and moulders of society.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	3.9	3.9	3.9
	2	27	35.1	35.1	39.0
	3	17	22.1	22.1	61.0
	4	28	36.4	36.4	97.4
	5	2	2.6	2.6	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.987	STD ERR	.113	MEDIAN	3.000
MODE	4.000	STD DEV	.993	VARIANCE	.987
KURTOSIS	-1.152	S E KURT	1.977	SKEWNESS	-.056
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	230.000		

VALID CASES 77 MISSING CASES 0

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FILE:

Q37 37. Innovation in the classroom is what the public expect from teachers.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	9.1	9.1	9.1
	2	32	41.6	41.6	50.6
	3	16	20.8	20.8	71.4
	4	21	27.3	27.3	98.7
	5	1	1.3	1.3	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.701	STD ERR	.116	MEDIAN	2.000
MODE	2.000	STD DEV	1.014	VARIANCE	1.028
KURTOSIS	1.045	S E KURT	1.977	SKEWNESS	.169
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	208.000		

VALID CASES 77 MISSING CASES 0

Q38 38. Receiving immediate rewards in one's work is not as important as working toward building a better society in the future.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	9	11.7	11.7	11.7
	2	35	45.5	45.5	57.1
	3	12	15.6	15.6	72.7
	4	18	23.4	23.4	96.1
	5	3	3.9	3.9	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.623	STD ERR	.124	MEDIAN	2.000
MODE	2.000	STD DEV	1.089	VARIANCE	1.185
KURTOSIS	1.807	S E KURT	1.977	SKEWNESS	.428
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	202.000		

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FILE 39. People recognise me as a teacher because of the way I speak and
Q39. behave in society.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	2	2.6	2.6	2.6
	2	20	26.0	26.0	28.6
	3	11	14.3	14.3	42.9
	4	38	49.4	49.4	92.2
	5	6	7.8	7.8	100.0
	TOTAL	77	100.0	100.0	
MEAN	3.338	STD ERR	.118	MEDIAN	4.000
MODE	4.000	STD DEV	1.034	VARIANCE	1.069
KURTOSIS	-.915	S E KURT	1.977	SKEWNESS	-.431
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	257.000		

VALID CASES 77 MISSING CASES 0

Q40 (40) The average teacher feels less secure when headmasters tell them
exactly what to do.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	9.1	9.1	9.1
	2	41	53.2	53.2	62.3
	3	10	13.0	13.0	75.3
	4	16	20.8	20.8	96.1
	5	3	3.9	3.9	100.0
	TOTAL	77	100.0	100.0	
MEAN	2.571	STD ERR	.119	MEDIAN	2.000
MODE	2.000	STD DEV	1.044	VARIANCE	1.090
KURTOSIS	-.506	S E KURT	1.977	SKEWNESS	.660
S E SKEW	.274	RANGE	4.000	MINIMUM	1.000
MAXIMUM	5.000	SUM	198.000		

VALID CASES 77 MISSING CASES 0

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FILE:

(41)

Q41

Teacher education courses are too short to prepare teachers for
the demands of class teaching.

VALUE LABEL

VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
1	7	9.1	9.1	9.1
2	30	39.0	39.0	48.1
3	4	5.2	5.2	53.2
4	28	36.4	36.4	89.6
5	8	10.4	10.4	100.0
TOTAL	77	100.0	100.0	

MEAN 3.000
MODE 2.000
KURTOSIS 1.362
S E SKEW .274
MAXIMUM 5.000

STD ERR .142
STD DEV 1.246
S E KURT 1.977
RANGE 4.000
SUM 231.000

MEDIAN 3.000
VARIANCE 1.553
SKEWNESS .042
MINIMUM 1.000

VALID CASES

77

MISSING CASES

0

Q42

(42)

Teaching is a short cut to old age.

(negative - obvious)

VALUE LABEL

VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
1	18	23.4	23.4	23.4
2	32	41.6	41.6	64.9
3	14	18.2	18.2	83.1
4	10	13.0	13.0	96.1
5	3	3.9	3.9	100.0
TOTAL	77	100.0	100.0	

MEAN 2.325
MODE 2.000
KURTOSIS 1.223
S E SKEW .274
MAXIMUM 5.000

STD ERR .125
STD DEV 1.094
S E KURT 1.977
RANGE 4.000
SUM 179.000

MEDIAN 2.000
VARIANCE 1.196
SKEWNESS .680
MINIMUM 1.000

VALID CASES

77

MISSING CASES

0

43. Teachers are themselves the best advertisements of their profession.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	15	19.5	19.5	19.5
	2	45	58.4	58.4	77.9
	3	8	10.4	10.4	88.3
	4	7	9.1	9.1	97.4
	5	2	2.6	2.6	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

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FILE: Q44 (44) Teaching isolates a person from the rest of the world.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	9	11.7	11.7	11.7
	2	34	44.2	44.2	55.8
	3	7	9.1	9.1	64.9
	4	20	26.0	26.0	90.9
	5	7	9.1	9.1	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

Q45

45. Teaching profession performs more actual good for mankind than any other.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	6	7.8	7.8	7.8
	2	24	31.2	31.2	39.0
	3	22	28.6	28.6	67.5
	4	23	29.9	29.9	97.4
	5	2	2.6	2.6	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

Q46

(46.) Most teachers do a better job when checked on by principals.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	4	5.2	5.2	5.2
	2	24	31.2	31.2	36.4
	3	12	15.6	15.6	51.9
	4	34	44.2	44.2	96.1
	5	3	3.9	3.9	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

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FILE: 47. Motivating pupils is the least important feature of the role of
Q47 the teacher.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	4	5.2	5.2	5.2
	2	2	2.6	2.6	7.8
	3	4	5.2	5.2	13.0
	4	22	28.6	28.6	41.6
	5	45	58.4	58.4	100.0
	TOTAL	77	100.0	100.0	

VALID CASES 77 MISSING CASES 0

Q48 48. Teachers need a dress code in keeping with their professional
 status in society.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	5	7.8	7.8	7.8
	2	30	39.0	39.0	46.8
	3	6	7.8	7.8	54.5
	4	25	32.5	32.5	87.0
	5	10	13.0	13.0	100.0
	TOTAL	77	100.0	100.0	

VALID CASES 77 MISSING CASES 0

Q49 49. Teachers are able to use their discretion more often in their work than any other profession.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	3.9	3.9	3.9
	2	28	36.4	36.4	40.3
	3	15	19.5	19.5	59.7
	4	25	32.5	32.5	92.2
	5	6	7.8	7.8	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

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FILE: 50. Teachers should put the interests of their pupils first before considering promotion prospects.
Q50

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	16	20.8	20.8	20.8
	2	23	29.9	29.9	50.6
	3	(15)	19.5	19.5	70.1
	4	21	27.3	27.3	97.4
	5	2	2.6	2.6	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

Q51 (51) The teacher is a professional practitioner, but despite this is generally treated as if he were not.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	1	1.3	1.3	1.3
	2	8	10.4	10.4	11.7
	3	6	7.8	7.8	19.5
	4	38	49.4	49.4	68.8
	5	24	31.2	31.2	100.0
	TOTAL	77	100.0	100.0	

VALID CASES 77 MISSING CASES 0

Q52 (52) Teachers get into a rut far quicker than persons in other professions.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	2	2.6	2.6	2.6
	2	26	33.8	33.8	36.4
	3	15	19.5	19.5	55.8
	4	25	32.5	32.5	88.3
	5	9	11.7	11.7	100.0
	TOTAL	77	100.0	100.0	

VALID CASES 77 MISSING CASES 0

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FILE: 53. An organised teacher will win less admiration than a purely
Q53 creative teacher.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	3.9	3.9	3.9
	2	17	22.1	22.1	26.0
	3	20	26.0	26.0	51.9
	4	32	41.6	41.6	93.5
	5	5	6.5	6.5	100.0
	TOTAL	77	100.0	100.0	

VALID CASES 77 MISSING CASES 0

Q54 54. Teaching is one of the most necessary of professions.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	41	53.2	53.2	53.2
	2	29	37.7	37.7	90.9
	3	3	3.9	3.9	94.8
	4	3	3.9	3.9	98.7
	5	1	1.3	1.3	100.0
	TOTAL	77	100.0	100.0	

VALID CASES 77 MISSING CASES 0

Q55 55. Teachers should not be identified with their work once outside the school.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	2	2.6	2.6	2.6
	2	17	22.1	22.1	24.7
	3	13	16.9	16.9	41.6
	4	38	49.4	49.4	90.9
	5	7	9.1	9.1	100.0
	TOTAL		77	100.0	100.0
VALID CASES	77	MISSING CASES	0		

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FILE: 56. Innovation is encouraged and the independence of teacher behaviour promoted.

Q56

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	6	7.8	7.8	7.8
	2	37	48.1	48.1	55.8
	3	12	15.6	15.6	71.4
	4	14	18.2	18.2	89.6
	5	8	10.4	10.4	100.0
	TOTAL		77	100.0	100.0
VALID CASES	77	MISSING CASES	0		

Q57

(57.) Teaching stifles ambition.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	9.1	9.1	9.1
	2	38	49.4	49.4	58.4
	3	11	14.3	14.3	72.7
	4	19	24.7	24.7	97.4
	5	2	2.6	2.6	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

Q58 58. Education is regarded by education supervisors to be central in the teacher's role.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	5	6.5	6.5	6.5
	2	40	51.9	51.9	58.4
	3	23	29.9	29.9	88.3
	4	8	10.4	10.4	98.7
	5	1	1.3	1.3	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

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FILE: 59. Promoting neatness and accuracy enjoys most of my attention and
Q59 confirms my role as teacher.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	2	18	23.4	23.4	23.4
	3	7	9.1	9.1	32.5
	4	41	53.2	53.2	85.7
	5	11	14.3	14.3	100.0
	TOTAL	77	100.0	100.0	

VALID CASES 77 MISSING CASES 0

Q60 60. Teachers do not generally have values outside the mass of society
which they try to teach children.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	9.1	9.1	9.1
	2	35	45.5	45.5	54.5
	3	16	20.8	20.8	75.3
	4	17	22.1	22.1	97.4
	5	2	2.6	2.6	100.0
	TOTAL	77	100.0	100.0	

VALID CASES 77 MISSING CASES 0

Q61

(61.)

Providing for individual differences in the classroom is more complex and demands more skill than my training provided me with.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	1	1.3	1.3	1.3
	2	12	15.6	15.6	16.9
	3	4	5.2	5.2	22.1
	4	46	59.7	59.7	81.8
	5	14	18.2	18.2	100.0
	TOTAL	77	100.0	100.0	

VALID CASES

77

MISSING CASES

0

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FILE .62. Teachers should support goals set by the school regardless of
Q62 their beliefs and values.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	7	9.1	9.1	9.1
	2	31	40.3	40.3	49.4
	3	15	19.5	19.5	68.8
	4	17	22.1	22.1	90.9
	5	7	9.1	9.1	100.0
	TOTAL	77	100.0	100.0	

VALID CASES

77

MISSING CASES

0

Q63 63. Getting through the syllabus, although difficult, remains a satisfying experience and a challenge.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	3.9	3.9	3.9
	2	46	59.7	59.7	63.6
	3	5	6.5	6.5	70.1
	4	19	19.5	19.5	89.6
	5	9	10.4	10.4	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

Q64 64. To remain helpful, cheerful and optimistic while teaching is impossible.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	19	24.7	24.7	24.7
	2	49	63.6	63.6	88.3
	3	3	3.9	3.9	92.2
	4	4	5.2	5.2	97.4
	5	2	2.6	2.6	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

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FILE:

Q65

65. Pupils expect the teacher to use punishment as a form of discipline in the classroom.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	2	2.6	2.6	2.6
	2	27	35.1	35.1	37.7
	3	9	11.7	11.7	49.4
	4	35	45.5	45.5	94.8
	5	4	5.2	5.2	100.0
	TOTAL	77	100.0	100.0	

VALID CASES 77 MISSING CASES 0

Q66 66. Teaching children provides the best opportunity for self-renewal.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	1	1.3	1.3	1.3
	2	37	48.1	48.1	49.4
	3	16	20.8	20.8	70.1
	4	22	28.6	28.6	98.7
	5	1	1.3	1.3	100.0
	TOTAL	77	100.0	100.0	

VALID CASES 77 MISSING CASES 0

Q67 67. Teachers have special skills which most parents acknowledge as being critical in their children's progress.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	3	3.9	3.9	3.9
	2	45	58.4	58.4	62.3
	3	16	20.8	20.8	83.1
	4	13	16.9	16.9	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

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FILE:

Q68. 68. The intellectual climate of a country depends least on its teachers.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	20	26.0	26.0	26.0
	2	36	46.8	46.8	72.7
	3	9	11.7	11.7	84.4
	4	10	13.0	13.0	97.4
	5	2	2.6	2.6	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

Q69

69. The teacher is merely an information guide.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	31	40.3	40.3	40.3
	2	38	49.4	49.4	89.6
	3	2	2.6	2.6	92.2
	4	6	7.8	7.8	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

Q70

70. Teaching is not a mystery to most of the public and they know as well as the teacher what is expected, to achieve good results.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	12	15.6	15.6	15.6
	2	36	46.8	46.8	62.3
	3	10	13.0	13.0	75.3
	4	19	24.7	24.7	100.0
	TOTAL	77	100.0	100.0	
VALID CASES	77	MISSING CASES	0		

06 JAN 85

ROLE DISTANCE
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CROSS TABULATION OF
BY SCHOOLS

Q2

SCHOOLS

COUNT	LINE	PE	HA	PA	ROW TOTAL
	1	1	2	3	4
02	1	7	7	8	30
	2	9	8	9	34
	3	1	2	2	6.5
	4	3	2	1	8
COLUMN TOTAL	20	19	20	15	77
	26.0	24.7	26.0	23.4	100.0

CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5

3.39506 9 9466 1.169 8 OF 16 (50.0%) WITH SCHOOLS
DEPENDENT

LAMBDA
UNCERTAINTY COEFFICIENT .02000 .00000 .03509
SOMERS' D .02297 .02542 .02094
ETA -.07383 -.08686 -.10201
 .13493 .13076

STATISTIC VALUE SIGNIFICANCE

CRAMER'S V .12123
CONTINGENCY COEFFICIENT .20550
KENDALL'S TAU B .07413 .1706
KENDALL'S TAU C .08680 .1706
PEARSON'S R .12360 .1420
GAMMA .13582

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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93

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	HE	PE	HA	PA		
	1	11	21	31	41	
1	1	8	1	8	14	16
	1	1	1	1	1	59.7
2	1	9	1	7	4	2
	1	1	1	1	1	22
	1	1	1	1	1	28.6
3	1	1	1	1	1	2
	1	1	1	1	1	2.6
4	1	2	1	3	2	1
	1	1	1	1	1	7
	1	1	1	1	1	9.1
COLUMN TOTAL	20	19	20	18	18	77
	26.0	24.7	26.0	23.4	23.4	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
14.54701	9	.1042	.468	8 OF 16 (50.0%)

STATISTIC	SYMMETRIC	WITH G3 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.11364	.03226	.15789
UNCERTAINTY COEFFICIENT	.07362	.11308	.07987
SOMERS' D	-.32746	-.28443	-.38584
ETA		.35350	.39840

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.25095	
CONTINGENCY COEFFICIENT	.39853	
KENDALL'S TAU B	-.33127	.0005
KENDALL'S TAU C	-.28429	.0005
PEARSON'S R	-.31922	.0023
GAMMA	-.49764	

NUMBER OF MISSING OBSERVATIONS = 0

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Q4 CROSSTABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	1	11	21	31	41	
1	1	8	1	4	1	17
	1	1	1	1	1	22.1
2	1	11	1	10	1	38
	1	1	1	1	1	49.4
3	1	1	1	1	7	12
	1	1	1	1	1	15.6
4	1	1	3	4	3	10
	1	1	1	1	1	13.0
COLUMN TOTAL	20	19	20	18	77	
	36.0	24.7	26.0	23.4	100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
20.08370	9	.0174	2.338	12 OF 16 (75.0%)
STATISTIC	SYMMETRIC		WITH G4 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.10417		.00000	.17544
UNCERTAINTY COEFFICIENT	.12412		.13157	.11746
SOMERS' D	.36684		.34653	.38968
ETA			.41858	.46526

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.29486	
CONTINGENCY COEFFICIENT	.45483	
KENDALL'S TAU B	.36747	.0001
KENDALL'S TAU C	.34632	.0001
PEARSON'S R	.41599	.0001
GAMMA	.50792	

NUMBER OF MISSING OBSERVATIONS = 0

Q5

CROSS TABULATION OF
BY SCHOOLS

PA

COUNT SCHOOLS

Q5

	THE	PE	HA	PA	ROW TOTAL
1	1	1	1	1	2
2	7	4	4	6	21
3	1	1	3	4	9
4	8	6	9	6	29
5	4	8	3	1	16
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E.F.

CELLS WITH E.F. < 5

13.81933

12

.3124

.468

13 OF

20 (65.0%)

STATISTIC

SYMMETRIC

WITH Q5
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.10476

.04167

.15789

SOMERS' D

.06779

.06757

.06801

ETA

.15040

.14803

.15281

.28129

.29933

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

CONTINGENCY COEFFICIENT

.24459

.39008

KENDALL'S TAU B

-.15042

.0587

KENDALL'S TAU C

-.14797

.0587

PEARSON'S R

-.16824

.0717

GAMMA

-.20098

NUMBER OF MISSING OBSERVATIONS =

0

05 JAN 86

ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q6

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS								ROW TOTAL
	IHE	PE	HA	PA					
	1	1	2	3	4				
Q6	1	3	1	2	3			9	
	1	1	1	1	1			11.7	
2	1	7	1	7	6			29	
	1	1	1	1	1			37.7	
3	1	4	1	2	6			16	
	1	1	1	1	1			20.8	
4	1	6	1	8	2			21	
	1	1	1	1	1			27.3	
5	1	1	1	1	1			2	
	1	1	1	1	1			2.6	
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0				

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

9.45602

12

.6636

.468

13 DF

20 (65.0%)

STATISTIC

SYMMETRIC

WITH Q6
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.07619

.02083

.12291

SOMERS' D

.05005

.04989

.05021

ETA

-.00137

-.00135

-.00139

.13776

.18936

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

CONTINGENCY COEFFICIENT

.20232

.33072

KENDALL'S TAU B

-.00137

.4943

KENDALL'S TAU C

-.00135

.4943

PEARSON'S R

.00313

.4892

GAMMA

-.00184

NUMBER OF MISSING OBSERVATIONS = 0

Q7

CROSS TABULATION OF
BY SCHOOLS

PAGE

COUNT	SCHOOLS				ROW TOTAL
	THE	PE	HA	PA	
Q7	1	1	2	3	4
Reverse scoring.	1	1	1	2	1
	1	1	1	1	3.9
2	1	7	2	4	2
	1	1	1	1	15
	1	1	1	1	19.5
3	1	4	5	4	9
	1	1	1	1	21
	1	1	1	1	27.3
4	1	7	9	4	5
	1	1	1	1	25
	1	1	1	1	32.5
5	1	2	2	6	3
	1	1	1	1	13
	1	1	1	1	16.9
COLUMN TOTAL	20	19	20	18	77
	26.0	24.7	26.0	23.4	100.0

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
15.59021	12	.2107	.701	13 OF 20 (65.0%)
STATISTIC	SYMMETRIC		WITH G7 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.15596		.09615	.21053
UNCERTAINTY COEFFICIENT	.07209		.07013	.07416
SOMERS' D	.06873		.06865	.06861
ETA			.10791	.25956

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.25979	
CONTINGENCY COEFFICIENT	.41034	
KENDALL'S TAU B	.06873	.2354
KENDALL'S TAU C	.06881	.2354
PEARSON'S R	.08507	.2309
GAMMA	.09005	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLLE DISTANCE
UNIVERSITY OF CAPE TOWN.

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Q8

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	11	21	31	41		
Q8	1	10	12	13	11	46
Reverse scoring						59.7
2	8	4	5	6		23
						29.9
3	1					1
						1.3
4			1	1		2
						2.6
5	1	3	1			5
						6.5
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

10.61437

12

.5622

.234

12 DF

20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q8
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

SOMERS' D

ETA

.06818

.06372

-.07742

.00000

.07611

-.06706

.11443

.10526

.05480

-.09158

.24639

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

CONTINGENCY COEFFICIENT

KENDALL'S TAU B

KENDALL'S TAU C

PEARSON'S R

GAMMA

.21436

.34806

-.07836

-.06702

-.08419

-.12124

.2181

.2181

.2333

NUMBER OF MISSING OBSERVATIONS = 0

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	11	21	31	41		
09	1	7	9	12	6	34
						44.2
2	12	10	5	9		36
						46.8
3	1		3	2		6
						7.8
4				1		1
						1.3
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4		77 100.0

CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5

11.54084 9 .2404 .234 8 OF 16 (50.0%)

STATISTIC

SYMMETRIC

WITH 09
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA	.13306	.17073	.14035
UNCERTAINTY COEFFICIENT	.05980	.08456	.05938
SOMERS' D	.02790	.02475	.03198
ETA		.21020	.22990

33 NOOTE PARAMETER

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V	.22352	
CONTINGENCY COEFFICIENT	.35103	
KENDALL'S TAU B	.02813	.3904
KENDALL'S TAU C	.02474	.3904
PEARSON'S R	.08905	.2206
GAMMA	.04183	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q10

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	HE	PE	HA	PA		
	1	1	1	1	1	3
	1	1	1	1	1	3.9
	2	5	6	7	5	23
	2	5	6	7	5	29.9
	3	1	5	2	3	11
	3	1	5	2	3	14.3
	4	13	4	10	9	36
	4	13	4	10	9	46.8
	5	1	4	1	1	4
	5	1	4	1	1	5.2
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
21.23763	12	.0470	.701	12 OF 20 (60.0%)
STATISTIC		SYMMETRIC	WITH Q10 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA		.12245	.04878	.17544
UNCERTAINTY COEFFICIENT		.10510	.10968	.10090
SOMERS' D		-.07712	-.07291	-.08186
ETA			.11148	.12418

Q11

CROSSTABULATION OF
BY SCHOOLS

PA

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	1	11	21	31	41	
Q11	1	1	1	5	1	7
	1	1	1	1	1	9.1
2	1	6	8	6	6	26
	1	1	1	1	1	33.8
3	1	2	2	1	1	5
	1	1	1	1	1	6.5
4	1	11	7	7	10	35
	1	1	1	1	1	45.5
5	1	1	1	2	1	4
	1	1	1	1	1	5.2
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E.F.

CELLS WITH E.F. < 5

14.09961

12

.2944

.935

12 DF

20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q11
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.09071

.02381

.14035

SOMERS' D

.07862

.08205

.07546

ETA

-.08065

-.07506

-.08583

.19179

.18541

.18541

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.24706

CONTINGENCY COEFFICIENT

.39341

KENDALL'S TAU B

-.08080

.2041

KENDALL'S TAU C

-.07601

.2041

PEARSON'S R

-.07411

.2078

GAMMA

-.11319

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q12

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	ME	PE	HA	PA		
Q12	1	3	1	5	2	10
	1	1	1	1	1	13.0
	2	9	14	14	12	49
	1	1	1	1	1	63.6
	3	3	2	1	3	8
	1	1	1	1	1	10.4
	4	5	3	1	1	10
	1	1	1	1	1	13.0
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5

13.60256 9 .1372 1.870 12 OF 16 (75.0%)

STATISTIC	SYMMETRIC	WITH G12 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.08235	.00000	.12281
UNCERTAINTY COEFFICIENT	.09399	.10882	.08272
SOMERS' D	-.16399	-.14221	-.19363
ETA		.30823	.23946

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.24266	
CONTINGENCY COEFFICIENT	.33747	
KENDALL'S TAU B	-.16594	.0468
KENDALL'S TAU C	-.14213	.0468
PEARSON'S R	-.21545	.0299
GAMMA	-.25361	

NUMBER OF MISSING OBSERVATIONS = 0

Q13

CROSS TABULATION OF
BY SCHOOLS

PAGE

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	11	21	31	41		
Q13 (reverse scoring)	1	4	4	1	3	12 15.6
2	10	9	7	4		30 39.0
3	1	3	4	1		9 11.7
4	5	3	7	10		25 32.5
5			1			1 1.3
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	12 23.4	77 100.0	

CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5

15.02748 12 .2379 .234 12 OF 20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q13
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA	.14423	.12766	.15769
UNCERTAINTY COEFFICIENT	.07420	.07575	.07271
SCHMIDT'S D	.22625	.22142	.23352
ETA		.30875	.28793

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V	.25506	
CONTINGENCY COEFFICIENT	.40410	
KENDALL'S TAU B	.22836	.0091
KENDALL'S TAU C	.22129	.0091
PEARSON'S R	.26596	.0097
GAMMA	.30827	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
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Q14

CROSS TABULATION OF
BY SCHOOLS

PAGE

COUNT	SCHOOLS					ROW TOTAL
	THE	PE	HA	PA		
	1	1	2	3	4	
1	1	1	1	1	2	3
						3.9
2	6	1	1	9	4	19
						24.7
3	1	1	1	2	5	8
						10.4
4	9	1	1	8	6	34
						44.2
5	4	1	7	1	1	13
						16.9
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
29.10701	12	.0038	.701	16 OF 20 (80.0%)

STATISTIC

SYMMETRIC

WITH Q14
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA	.15000	.02326	.24561
UNCERTAINTY COEFFICIENT	.16178	.16279	.16079
SOMERS' D	-.23172	-.22457	-.23933
ETA		.45671	.38591

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V	.35497	
CONTINGENCY COEFFICIENT	.52375	
KENDALL'S TAU B	-.23183	.0081
KENDALL'S TAU C	-.22443	.0081
PEARSON'S R	-.24839	.0147
GAMMA	-.30975	

03 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q15

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	1	11	21	31	41	
Q15	1	4	5	5	2	16 20.8
	2	7	6	6	5	24 31.2
	3	2	5	5	8	20 26.0
	4	6	3	4	2	15 19.5
	5	1	1	1	1	2 2.6
	COLUMN TOTAL	20 25.0	19 24.7	20 25.0	18 23.4	77 100.0

CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5

9.75774 12 .6372 .468 14 DF 20 (70.0%)

STATISTIC

ASYMMETRIC

WITH Q15
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA	.09091	.05660	.12281
UNCERTAINTY COEFFICIENT	.04546	.04830	.05068
SOMERS' D	.03052	.03060	.03044
ETA		.15202	.26971

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V	.20553	
CONTINGENCY COEFFICIENT	.33537	
KENDALL'S TAU B	.03052	.3744
KENDALL'S TAU C	.03058	.3744
	.03142	.4144

06 JAN 86

ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q16

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	THE	PE	HA	PA		
Q16	1	1	2	4	1	9
	1	1	1	1	1	10.4
	2	2	4	9	11	26
	1	1	1	1	1	33.8
	3	3	2	1	6	12
	1	1	1	1	1	15.6
	4	5	5	6		16
	1	1	1	1	1	20.8
	5	9	6			15
	1	1	1	1	1	19.5
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

37.55009

12

.0002

1.870

16 DF

20 (80.0%)

STATISTIC

SYMMETRIC

WITH Q16
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.23148

.17647

.28070

SOMERS' D

.20750

.19728

.21883

ETA

-.40764

-.41314

-.40228

.52973

.58380

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.40372

CONTINGENCY COEFFICIENT

.37305

KENDALL'S TAU B

-.40767

.0000

KENDALL'S TAU C

-.41289

.0000

PEARSON'S R

.51235

.0000

GAMMA

.51342

NUMBER OF MISSING OBSERVATIONS =

0

Q17

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	1	11	21	31	41	
Q17 (Reverse Scoring)	1	1	1	1	1	2
	1	1	1	1	1	2.6
2	1	4	1	3	1	13
	1	1	1	1	1	16.9
3	1	1	1	1	3	5
	1	1	1	1	1	6.5
4	1	12	7	10	12	41
	1	1	1	1	1	53.2
5	1	2	5	6	3	16
	1	1	1	1	1	20.8
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	15 23.4	77 100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5	
15.96130	12	.1930	.458	16 OF	20 (80.0%)
STATISTIC	SYMMETRIC		WITH Q17 DEPENDENT	WITH SCHOOLS DEPENDENT	
LAMBDA	.08602		.00000	.14035	
UNCERTAINTY COEFFICIENT	.09843		.10443	.09308	
SOMERS' D	.13741		.12736	.14918	
ETA			.23190	.30753	

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.26286	
CONTINGENCY COEFFICIENT	.41436	
KENDALL'S TAU B	.13784	.0792
KENDALL'S TAU C	.12738	.0792
PEARSON'S R	.20889	.0341
GAMMA	.19558	

NUMBER OF MISSING OBSERVATIONS = 0

Q18

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	1	11	21	31	41	
Q18 (Reverse Scoring)	1	4	3	3	3	13
	1	1	1	1	1	16.9
2	6	4	12	8		30
	1	1	1	1	1	39.0
3	1	1	1	1	3	5
	1	1	1	1	1	6.5
4	4	9	4	4		21
	1	1	1	1	1	27.3
5	5	3		1		8
	1	1	1	1	1	10.4
COLUMN TOTAL	20	19	20	15	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN. E. F.

CELLS WITH E. F. < 5

21.14635

12

.0483

1.169

13 OF

20 (65.0%)

STATISTIC

SYMMETRIC

WITH Q18
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.17308

.10638

.22807

SOMERS' D

.10967

.10778

.11162

ETA

-.16914

-.16697

-.17136

.30324

.39165

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.30256

CONTINGENCY COEFFICIENT

.46417

KENDALL'S TAU B

-.16915

.0386

KENDALL'S TAU C

-.16686

.0386

PEARSON'S R

-.22554

.0242

GAMMA

-.22336

NUMBER OF MISSING OBSERVATIONS =

0

Q19

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	THE	PE	HA	PA		
	1	11	21	31	41	
Q19	1	1	1	1	1	2
Reverse Seating)	1	1	1	1	1	2.6
	2	2	1	3	1	6
	2	1	1	1	1	7.8
	3	7	4	11	10	32
	3	1	1	1	1	41.6
	4	11	10	6	6	33
	4	1	1	1	1	42.9
	5	1	4	1	1	4
	5	1	1	1	1	5.2
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN. E. F.	CELLS WITH E. F. < 5
23.54189	12	.0235	.468	12 OF 20 (60.0%)
STATISTIC	SYMMETRIC		WITH Q19 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.18612		.20455	.17544
UNCERTAINTY COEFFICIENT	.12580		.13704	.11627
SOMERS' D	-.18766		-.17507	-.20691
ETA			.34443	.25428

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.31924	
CONTINGENCY COEFFICIENT	.48389	
KENDALL'S TAU B	-.19033	.0272
KENDALL'S TAU C	-.17496	.0272
PEARSON'S R	-.20902	.0340
GAMMA	-.26956	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q20

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS				ROW TOTAL
	HE	PE	HA	PA	
	1	2	3	4	
Q20 (Reverse Scoring)					
1	12	14			26
					33.8
2	6	4	1		11
					14.3
3			1	2	3
					3.9
4	2	1	12	8	23
					29.9
5			6	8	14
					18.2
COLUMN TOTAL	20	19	20	18	77
	26.0	24.7	26.0	23.4	100.0

CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5

67.01451 12 .0000 .701 12 OF 20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q20
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA
UNCERTAINTY COEFFICIENT
SOMERS' D
ETA

.38889
.39413
.62429

.39216
.38640
.62106
.87279

.38596
.40217
.62756
.81540

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V
CONTINGENCY COEFFICIENT
KENDALL'S TAU B
KENDALL'S TAU C
PEARSON'S R
GAMMA

.53961
.68215
.62430
.42068
.77362
.76159

.0000
.0000
.0000

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q21

CROSS TABULATION OF
BY SCHOOLS

PA

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
Q21	I	II	2I	3I	4I	
1	I	I	I	I	I	5
	I	I	I	I	I	6.5
2	I	I	I	I	I	35
	I	I	I	I	I	45.5
3	I	I	I	I	I	11
	I	I	I	I	I	14.3
4	I	I	I	I	I	22
	I	I	I	I	I	28.6
5	I	I	I	I	I	4
	I	I	I	I	I	5.2
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
12.94504	12	.3730	.935	12 OF 20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q21
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA	.10101	.00000	.17544
UNCERTAINTY COEFFICIENT	.06507	.06654	.06367
SOMERS' D	.07339	.07021	.07589
ETA		.12021	.09537

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V	.23673	
CONTINGENCY COEFFICIENT	.37937	
KENDALL'S TAU B	.07347	.2243
KENDALL'S TAU C	.07016	.2243
PEARSON'S R	.08654	.2271
GAMMA	.10091	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q22

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	1	2	3	4	5	
Q22	1	6	5	1		12
(Reverse scoring)	1	1	1	1	1	15.6
2	1	7	8	13	5	33
	1	1	1	1	1	42.9
3	1	1	3	3	7	14
	1	1	1	1	1	18.2
4	1	6	3	3	5	17
	1	1	1	1	1	22.1
5	1	1	1	1	1	1
	1	1	1	1	1	1.3
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E.F.

CELLS WITH E.F. < 5

23.08034

12

.0271

.234

16 DF

20 (80.0%)

STATISTIC

SYMMETRIC

WITH Q22
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA
UNCERTAINTY COEFFICIENT
SOMERS' D
ETA

.14851
.11769
.24359

.04545
.11911
.23717
.32809

.22807
.11630
.25036
.43704

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V
CONTINGENCY COEFFICIENT
KENDALL'S TAU B
KENDALL'S TAU C
PEARSON'S R
GAMMA

.31609
.48023
.24368
.23703
.25578
.32511

.0057
.0057
.0123

NUMBER OF MISSING OBSERVATIONS = 0

CROSS TABULATION OF
BY SCHOOLS

PAGE 1 OF

COUNT	SCHOOLS					ROW TOTAL
	HE	PE	HA	PA		
	1	11	21	31	41	
1	1	2	1	1	1	3
	1	1	1	1	1	3.9
2	1	13	1	8	5	32
	1	1	1	1	1	41.6
3	1	3	1	2	3	10
	1	1	1	1	1	13.0
4	1	1	4	7	8	20
	1	1	1	1	1	26.0
5	1	1	7	3	1	12
	1	1	1	1	1	15.6
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

QUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5
 53940 12 .0310 .701 14 DF 20 (70.0%)

STATISTIC	SYMMETRIC	WITH G23 DEPENDENT	WITH SCHOOLS DEPENDENT
AINITY COEFFICIENT	.16667	.06989	.22807
D	.11169	.11125	.11213
	.17709	.17327	.18109
		.40905	.35485

STATISTIC	VALUE	SIGNIFICANCE
S V	.31305	
GENCY COEFFICIENT	.47666	
'S TAU B	.17714	.0326
'S TAU C	.17316	.0326
'S R	.21543	.0299
	.23461	

OF MISSING OBSERVATIONS = 0

06 JAN 86

ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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024

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	THE	PE	HA	PA		
	1	1	2	3	4	
1	1	3	2	2	1	7
	1	1	1	1	1	9.1
2	1	5	4	5	4	18
	1	1	1	1	1	23.4
3	1	2	4	2	4	12
	1	1	1	1	1	15.6
4	1	3	6	9	9	32
	1	1	1	1	1	41.6
5	1	2	3	2	1	8
	1	1	1	1	1	10.4
COLUMN TOTAL	20	19	20	15	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

5.01530

12

.9133

1.636

15 DF

20 (80.0%)

STATISTIC

SYMMETRIC

WITH G24
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

.03922

.00000

.07018

UNCERTAINTY COEFFICIENT

.03472

.03398

.03550

SOMERS' D

.06341

.06256

.06429

ETA

.10107

.20455

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.16137

CONTINGENCY COEFFICIENT

.26919

KENDALL'S TAU B

.06342

.2535

KENDALL'S TAU C

.06252

.2535

PEARSON'S R

.09448

.2068

GAMMA

.08533

NUMBER OF MISSING OBSERVATIONS = 0

05 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q25

CROSS TABULATION OF
BY SCHOOLS

PAGE

Q25
This question
fed into factor 10

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	1	11	21	31	41	
1	10	13	9	9		41 53.2
2	7	3	9	7		26 33.8
3		1				1 1.3
4	2		2	2		6 7.8
5	1	2				3 3.9
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
12.59177	12	.3994	.234	12 OF 20 (60.0%)

STATISTIC	SYMMETRIC	WITH Q25 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.07527	.00000	.12281
UNCERTAINTY COEFFICIENT	.07824	.08913	.06973
SOMERS' D	.01857	.01665	.02099
ETA		.05783	.17942

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.23347	
CONTINGENCY COEFFICIENT	.37489	
KENDALL'S TAU B	.01869	.4257
KENDALL'S TAU C	.01864	.4257
PEARSON'S R	.03400	.3845
GAMMA	.02763	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q26

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL	T
	IHE	PE	HA	PA			
	I	I	I	I	I		
		11	21	31	41		
Q26 (reverse scoring)	1	I	I	1	I	1	
		I	I	I	I	1.3	
2	I	9	I	2	I	15	
	I	I	I	I	I	19.5	
3	I	2	I	3	I	7	
	I	I	I	I	I	9.1	
4	I	7	11	10	I	38	
	I	I	I	I	I	49.4	
5	I	2	6	4	I	16	
	I	I	I	I	I	20.8	
COLUMN TOTAL	20	19	20	18	77		
	26.0	24.7	26.0	23.4	100.0		

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
17.94905	12	.1172	.234	16 OF 20 (80.0%)

STATISTIC	SYMMETRIC	WITH Q26 DEPENDENT	WITH SCHOOLS DEPENDENT
-----------	-----------	-----------------------	---------------------------

LAMBDA	.12500	.05128	.17544
UNCERTAINTY COEFFICIENT	.08528	.09341	.08550
SOMERS' D	.14051	.15167	.17043
FIA		.25998	.29905

Q27

CROSS TABULATION OF
BY SCHOOLS

PA

COUNT	SCHOOLS				ROW TOTAL
	THE	PE	HA	PA	
Q27		11	21	31	41
1	1	2	3	1	7
					9.1
2	11	9	12	10	42
					54.5
3	4	1	3	1	9
					11.7
4	4	5	2	5	16
					20.8
5		2		1	3
					3.9
COLUMN TOTAL	20	19	20	18	77
	26.0	24.7	26.0	23.4	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
9.99779	12	.6162	.701	16 OF 20 (80.0%)

STATISTIC	SYMMETRIC	WITH Q27 DEPENDENT	WITH SCHOOLS DEPENDENT
-----------	-----------	-----------------------	---------------------------

LAMBDA	.06522	.00000	.10526
UNCERTAINTY COEFFICIENT	.05484	.05775	.05220
SOMERS' D	-.02423	-.02250	-.02553
ETA		.22140	.12124

STATISTIC	VALUE	SIGNIFICANCE
-----------	-------	--------------

CRAMER'S V	.20804	
CONTINGENCY COEFFICIENT	.33900	
KENDALL'S TAU B	-.02443	.4011
KENDALL'S TAU C	-.02249	.4011
PEARSON'S R	-.01242	.4573
GAMMA	-.03511	

NUMBER OF MISSING OBSERVATIONS = 0

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	HE	PE	HA	PA		
	11	21	31	41		
1	1	1	1	2	1	3
						3.9
2	2	1	4	5	1	13
						16.9
3	2	4	4	6	1	16
						20.8
4	13	11	12	4	1	40
						54.5
5		2		1	1	3
						3.9
COLUMN TOTAL	20	19	20	16	77	
	25.0	24.1	26.0	23.4	100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
17.81321	12	.1206	.791	16 OF 20 (80.0%)

STATISTIC	SYMMETRIC	WITH Q22 DEPENDENT	WITH SCHOOLS DEPENDENT
LANCZOS	.13046	.05714	.17344
CONTINGENCY COEFFICIENT	.10123	.10857	.09457
SPENCER'S D	.23013	.23537	.28103
		.23581	.34537

STATISTIC	VALUE	SIGNIFICANCE
SPENCER'S V	.27733	
CONTINGENCY COEFFICIENT	.10123	.0043
KENDALL'S TAU B	.23013	.0043
KENDALL'S TAU C	.23013	.0068
PEARSON'S R	.23013	
GAMMA	.23013	

NUMBER OF MISSING OBSERVATIONS = 0

03 JAN 85 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q29

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
Q29		11	21	31	41	
	1	6	12	6	8	32
						41.6
	2	13	6	13	8	40
						51.9
3	1	1	1	1	1	4
						5.2
4	1				1	1
						1.3
COLUMN TOTAL		20	19	20	18	77
		26.0	24.7	26.0	23.4	100.0

CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5

9.76459 9 .3699 .234 8 OF 16 (50.0%)

STATISTIC

SYMMETRIC

WITH Q29
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA	.13830	.16216	.12281
UNCERTAINTY COEFFICIENT	.05305	.06668	.04405
SOMERS' D	.00155	.00135	.00182
ETA		.21758	.16429

MODE PARAMETER

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V	.20560	
CONTINGENCY COEFFICIENT	.33547	
KENDALL'S TAU B	.00157	.4939
KENDALL'S TAU C	.00135	.4939
PEARSON'S R	.03955	.3663
GAMMA	.00238	

NUMBER OF MISSING OBSERVATIONS = 0

Q30

CROSS TABULATION OF
BY SCHOOLS

PAGE

SCHOOLS

COUNT

HE

FE

HA

PA

ROW
TOTAL

Q30

	HE	FE	HA	PA	ROW TOTAL
1	1	1	1	1	1
2	2	2	1	7	11
3	8	7	4	9	28
4	7	8	13	2	30
5	3	2	2	1	7
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E.F.

CELLS WITH E.F. < 5

25.90479

12

.0111

.234

12 OF

20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q30
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.20142

.13958

.17021

.14489

.22807

.13465

SMOMERS' D

-.21695

-.20792

-.22680

ETA

.43537

.28511

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

CONTINGENCY COEFFICIENT

.33488

.50173

KENDALL'S TAU B

-.21716

.0128

KENDALL'S TAU C

-.20779

.0128

PEARSON'S R

-.27004

.0087

GAMMA

-.29241

Q31

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	FE	HA	PA		
	1	11	21	31	41	
Q31 (reverse scoring)	1	1	5	1	1	7
						9.1
2	10	8	7	3	1	28
						36.4
3	2	2	3	3	1	10
						13.0
4	7	4	6	9	1	26
						33.8
5			3	3	1	6
						7.8
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

20.77445

12

.0538

1.403

12 OF

20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q31
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.15094

.12245

.17544

SOMERS' D

.10695

.10578

.10815

ETA

.27360

.26868

.27871

.43271

.36967

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.29989

CONTINGENCY COEFFICIENT

.46095

KENDALL'S TAU B

.27365

.0022

KENDALL'S TAU C

.26851

.0022

PEARSON'S R

.33755

.0013

GAMMA

.36469

NUMBER OF MISSING OBSERVATIONS =

0

Q32

CROSS TABULATION OF
BY SCHOOLS

PAGE

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	1	11	21	31	41	
Q32 Reverse scoring)	1	1	2	6	4	12 15.6
2	4	3	12	12		31 40.3
3	2	3	1	1		7 9.1
4	12	7		1		20 26.0
5	2	4	1			7 9.1
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
40.97072	12	.0000	1.636	14 DF 20 (70.0%)

STATISTIC

SYMMETRIC

WITH Q32
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA	.28155	.26087	.29825
UNCERTAINTY COEFFICIENT	.22467	.22025	.22928
SOMERS' D	-.46705	-.46085	-.47342
ETA		.63627	.63040

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V	.42114	
CONTINGENCY COEFFICIENT	.58932	
KENDALL'S TAU B	-.46709	.0000
KENDALL'S TAU C	-.46056	.0000
PEARSON'S R	-.57881	.0000
GAMMA	-.59535	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q33

CROSSTABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	THE	PE	HA	PA		
	1	2	3	4	5	
Q33 (Reverse Scoring)	1	2	3	4	5	9
	1	1	1	1	1	11.7
	2	3	3	9	5	20
	1	1	1	1	1	26.0
	3	7	6	5	6	24
	1	1	1	1	1	31.2
	4	8	6	2	3	19
	1	1	1	1	1	24.7
	5	2	2	1	1	5
	1	1	1	1	1	6.5
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
15.69450	12	.2056	1.169	14 OF 20 (70.0%)

STATISTIC	SYMMETRIC	WITH Q33 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.13636	.09434	.17544
UNCERTAINTY COEFFICIENT	.08472	.08162	.08784
SOMERS' D	-.31131	-.31278	-.30985
ETA		.40061	.38052

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.26066	
CONTINGENCY COEFFICIENT	.41148	
KENDALL'S TAU B	-.31131	.0005
KENDALL'S TAU C	-.31259	.0005
PEARSON'S R	-.37853	.0003
GAMMA	-.40620	

NUMBER OF MISSING OBSERVATIONS = 0

Q34

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS				ROW TOTAL
	HE	PE	HA	PA	
	11	21	31	41	
Q34					
1	2	3	1	1	6
	1	1	1	1	7.8
2	5	5	3	1	14
	1	1	1	1	18.2
3	1	3	2	1	6
	1	1	1	1	7.8
4	9	7	5	9	30
	1	1	1	1	39.0
5	4	1	9	7	21
	1	1	1	1	27.3
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
18.26868	12	.1078	1.403	13 OF 20 (65.0%)

STATISTIC	SYMMETRIC	WITH Q34 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.12500	.08511	.15789
UNCERTAINTY COEFFICIENT	.10307	.10148	.10470
SOMERS' D	.24327	.23967	.24676
ETA		.39082	.31968

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.28122	
CONTINGENCY COEFFICIENT	.43790	
KENDALL'S TAU B	.24329	.0055
KENDALL'S TAU C	.23973	.0055
PEARSON'S R	.29849	.0042
GAMMA	.32244	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q35

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS				ROW TOTAL
	IHE	PE	HA	PA	
	11	21	31	41	
Q35	1	2	3	1	6
	1	1	1	1	7.8
2	11	11	14	8	44
	1	1	1	1	57.1
3	5	1	2	4	12
	1	1	1	1	15.6
4	2	4	1	5	12
	1	1	1	1	15.6
5			2	1	3
	1	1	1	1	3.9
COLUMN TOTAL	20	19	20	16	77
	26.0	24.7	26.0	23.4	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
15.21630	12	.2298	.701	16 OF 20 (80.0%)
STATISTIC	SYMMETRIC		WITH Q35 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.10000		.06000	.15789
UNCERTAINTY COEFFICIENT	.08604		.05382	.08293
SOMERS' D	.16584		.15122	.18361
ETA			.25323	.24488

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.25665	
CONTINGENCY COEFFICIENT	.40621	
KENDALL'S TAU B	.16663	.0441
KENDALL'S TAU C	.15112	.0441
PEARSON'S R	.21277	.0315
GAMMA	.24103	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86

ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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G36

CROSS TABULATION OF
BY SCHOOLS

PAGE

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	1	1	2	3	4	
G36	1	1	1	2	1	3
						3.9
2	6	3	8	10	1	27
						35.1
3	5	2	5	5	1	17
						22.1
4	8	13	4	3	1	28
						36.4
5		1	1	1	1	2
						2.6
COLUMN TOTAL	20 25.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

20.22521

12

.0629

.488

12 DF

20 (60.0%)

STATISTIC

SYMMETRIC

WITH G36
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

.20755

.22449

.19298

UNCERTAINTY COEFFICIENT

.10659

.11053

.10293

SOMERS' D

-.19854

-.19127

-.20661

ETA

.40150

.28909

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.29590

CONTINGENCY COEFFICIENT

.45610

KENDALL'S TAU B

-.19879

.0205

KENDALL'S TAU C

-.19115

.0205

PEARSON'S R

-.23122

.0215

GAMMA

-.26713

NUMBER OF MISSING OBSERVATIONS =

0

05 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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CROSS TABULATION OF
BY SCHOOLS

Q37

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA	41	
Q37	1	1	2	2	2	7
	1	1	1	1	1	9.1
	2	3	5	14	10	32
	2	1	1	1	1	41.6
	3	4	5	3	4	16
	1	1	1	1	1	20.8
4	11	1	7	1	2	21
	1	1	1	1	1	27.3
5	1	1	1	1	1	1
	1	1	1	1	1	1.3
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5

24.82173 12 .0157 234 13 OF 20 (65.0%)

STATISTIC

SYMMETRIC

WITH Q37
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA
UNCERTAINTY COEFFICIENT
SOMERS' D
ETA

.22549
.12619
.37433

.22222
.12930
.35229
.49301

.22807
.12322
.38721
.48675

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V
CONTINGENCY COEFFICIENT
KENDALL'S TAU B
KENDALL'S TAU C
PEARSON'S R
GAMMA

.32780
.49374
.37454
.36206
.44355
.49417

.0001
.0001
.0000

Q38

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS				ROW TOTAL
	HE	PE	HA	PA	
	11	21	31	41	
Q38					
1	2	1	2	4	9
					11.7
2	6	6	11	12	35
					45.5
3	6	2	2	2	12
					15.6
4	4	9	5		18
					23.4
5	2	1			3
					3.9
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

22.81651

12

.0312

.701

16 OF

20 (80.0%)

STATISTIC

SYMMETRIC

WITH Q38
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

SOMERS' D

ETA

.16162

.12273

-.31059

.07143

.12364

-.30018

.42409

.22807

.12184

-.32176

.40613

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

CONTINGENCY COEFFICIENT

KENDALL'S TAU B

KENDALL'S TAU C

PEARSON'S R

GAMMA

.31290

.47648

-.31078

-.29999

-.37199

-.41714

.0006

.0006

.0004

NUMBER OF MISSING OBSERVATIONS = 0

Q39

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	I IHE	PE	HA	PA		
	I	1I	2I	3I	4I	
Q39	1	I	I	1	I	2
	I	I	I	I	I	2.6
2	I	5	I	4	I	20
	I	I	I	I	I	26.0
3	I	1	I	3	I	11
	I	I	I	I	I	14.3
4	I	12	I	12	I	38
	I	I	I	I	I	49.4
5	I	2	I	I	I	6
	I	I	I	I	I	7.8
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE D. F. SIGNIFICANCE MIN E. F. CELLS WITH E. F. < 5

16.39342 12 .1739 .468 14 OF 20 (70.0%)

STATISTIC	SYMMETRIC	WITH Q39 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.10417	.02564	.15769
UNCERTAINTY COEFFICIENT	.09232	.09671	.08868
SOMERS' D	-.13815	-.13006	-.14730
ETA		.16123	.27057

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.26640	
CONTINGENCY COEFFICIENT	.41896	
KENDALL'S TAU B	-.13841	.0778
KENDALL'S TAU C	-.12998	.0778
PEARSON'S R	-.16101	.0809
GAMMA	-.19305	

NUMBER OF MISSING OBSERVATIONS = 0

G40

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	HE	PE	HA	PA		
	1	11	21	31	41	
1	1	1	1	4	2	7
	1	1	1	1	1	9.1
2	1	9	1	8	12	41
	1	1	1	1	12	53.2
3	1	8	1	1	2	10
	1	1	1	1	1	13.0
4	1	2	1	9	2	16
	1	1	1	1	3	20.8
5	1	1	1	1	1	3
	1	1	1	1	1	3.9
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
32.38972	12	.0012	.701	16 OF 20 (80.0%)
STATISTIC	SYMMETRIC		WITH G40 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.16129		.02778	.24561
UNCERTAINTY COEFFICIENT	.16577		.17318	.15896
SOMERS' D	-.21454		-.19982	-.23161
ETA			.34883	.41354
STATISTIC	VALUE	SIGNIFICANCE		
CRAMER'S V	.37445			
CONTINGENCY COEFFICIENT	.54415			
KENDALL'S TAU B	-.21913	.0135		
KENDALL'S TAU C	-.19970	.0135		
PEARSON'S R	-.22040	.0270		
GAMMA	-.29879			

NUMBER OF MISSING OBSERVATIONS = 0

03 JAN 86 RULE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

G41

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
G41	1	3	1	2	1	7
						9.1
	2	6	11	8	5	30
						39.0
	3	2	1	1	1	4
						5.2
	4	6	3	8	11	28
						36.4
	5	3	3	2		8
						10.4
COLUMN TOTAL	20	19	20	19	77	
	26.0	24.7	26.0	23.4	100.0	

(Reverse Scoring)

CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5

14.37063 12 .2777 .935 12 DF 26 (60.0%)

STATISTIC SYMMETRIC WITH G41 DEPENDENT WITH SCHOOLS DEPENDENT

LAMBDA .15385 .12766 .17544
UNCERTAINTY COEFFICIENT .08046 .08175 .07920
SOMERS' D .05935 .05716 .06171
ETA .12112 .12112 .30422

STATISTIC VALUE SIGNIFICANCE

CRAMER'S V .24942
CONTINGENCY COEFFICIENT .39658
KENDALL'S TAU B .05939 .2700
KENDALL'S TAU C .05712 .2700
PEARSON'S R .07549 .2570
GAMMA .08063

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q42

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	HE	PE	HA	PA		
	11	21	31	41		
(Reverse sorting) 1	5	4	4	5		18 23.4
2	10	7	7	8		32 41.6
3	3	3	5	3		14 18.2
4	1	4	3	2		10 13.0
5	1	1	1			3 3.9
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4		77 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
4.66598	12	.9681	.701	16 DF 20 (80.0%)

STATISTIC	SYMMETRIC	WITH Q42 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.04902	.00000	.08772
UNCERTAINTY COEFFICIENT	.02535	.02517	.02554
SOMERS' D	.00275	.00270	.00281
FIA		.17510	.10834

05 JAN 86

ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q43

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	INE	FE	HA	PA		
Q43		11	21	31	41	
	1	1	3	5	7	15
		1	1	1	1	19.5
	2	10	11	13	11	45
		1	1	1	1	58.4
3	7	1				8
		1	1	1	1	10.4
4	2	3	2			7
		1	1	1	1	9.1
5	1	1				2
		1	1	1	1	2.6
COLUMN TOTAL		20 25.0	19 24.7	20 26.0	18 23.4	77 100.0

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E.F.

CELLS WITH E.F. < 5

28.88598

12

.0041

.468

16 DF

20 (80.0%)

STATISTIC

SYMMETRIC

WITH G43
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

.12360

.00000

.19298

UNCERTAINTY COEFFICIENT

.17094

.18576

.15831

SOMERS' D

-.41369

-.37264

-.46491

ETA

.44039

.53998

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.35362

CONTINGENCY COEFFICIENT

.52231

KENDALL'S TAU B

.41622

.0000

KENDALL'S TAU C

.37241

.0000

PEARSON'S R

.43993

.0000

GAMMA

.60438

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q44

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
Q44		11	21	31	41	
	1	3	1	4	2	9
						11.7
	2	8	9	7	10	34
						44.2
3	2	1	2	1	2	7
						9.1
4	6	4	7	3		20
						26.0
5	1	4	1	1		7
						9.1
COLUMN TOTAL		20 26.0	19 24.7	20 26.0	18 23.4	77 100.0

CHI-SQUARE D. F. SIGNIFICANCE MIN E. F. CELLS WITH E. F. < 5

10.64187 12 .5598 1.636 14 OF 20 (70.0%)

STATISTIC

SYMMETRIC

WITH Q44
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA	.07000	.00000	.12281
UNCERTAINTY COEFFICIENT	.05642	.05617	.05668
SOMERS' D	-.07455	-.07246	-.07678
ETA		.19588	.09569

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V	.21464	
CONTINGENCY COEFFICIENT	.34846	
KENDALL'S TAU B	-.07459	.2189
KENDALL'S TAU C	-.07241	.2189
PEARSON'S R	-.09210	.2128
GAMMA	-.10145	

NUMBER OF MISSING OBSERVATIONS = 0

Q45

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
Q45		11	21	31	41	
	1	1	2	2	1	6
						7.8
	2	4	6	8	6	24
						31.2
3	7	4	5	6		22
						28.6
4	7	7	4	5		23
						29.7
5	1		1			2
						2.6
COLUMN TOTAL		20 26.0	19 24.7	20 26.0	18 23.4	77 100.0

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E.F.

CELLS WITH E.F. < 5

5.86343

12

.9228

.468

8 OF 20 (40.0%)

STATISTIC

SYMMETRIC

WITH Q45
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA
UNCERTAINTY COEFFICIENT
SOMERS' D
ETA

.08182
.03195
-.10522

.07547
.03206
-.10351
.16692

.08772
.03185
-.10698
.14538

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V
CONTINGENCY COEFFICIENT
KENDALL'S TAU B
KENDALL'S TAU C
PEARSON'S R
GAMMA

.15932
.26601
-.10523
-.10345
-.12530
-.14180

.1373
.1373
.1387

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86

ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q46

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	THE	PE	HA	PA		
Q46		11	21	31	41	
	1	1	2	1	1	4
		1	1	1	1	5.2
	2	9	6	4	5	24
		1	1	1	1	31.2
3	2	1	4	4	2	12
		1	1	1	1	15.6
4	8	1	7	10	9	34
		1	1	1	1	44.2
5	1	1	1	1	1	3
		1	1	1	1	3.7
COLUMN TOTAL		20 26.0	19 24.7	20 26.0	18 23.4	77 100.0

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E.F.

CELLS WITH E.F. < 5

7.02097

12

.8562

.701

12 DF

20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q46
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

.07000

.02326

.10526

UNCERTAINTY COEFFICIENT

.04138

.04283

.04001

SOMERS' D

.09443

.09001

.09930

ETA

.16722

.16396

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.17434

CONTINGENCY COEFFICIENT

.28907

KENDALL'S TAU B

.09454

.1657

KENDALL'S TAU C

.08995

.1657

PEARSON'S R

.10285

.1867

GAMMA

.13141

NUMBER OF MISSING OBSERVATIONS = 0.

Q47

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
Q47		11	21	31	41	
	1	1	3	1	1	4
						5.2
	2	1	1	1	1	2
						2.6
3	1	1		2	1	4
						5.2
4	5	5	6	6		22
						28.6
5	14	10	11	10		45
						58.4
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4		77 100.0

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
10.93452	12	.5345	.468	12 DF 20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q47
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA
UNCERTAINTY COEFFICIENT
SOMERS' D
ETA

.06742
.06914
-.07665

.00000
.07914
-.06751
.23868

.10526
.06137
-.08865
.10367

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V
CONTINGENCY COEFFICIENT
KENDALL'S TAU B
KENDALL'S TAU C
PEARSON'S R
GAMMA

.21757
.35263
-.07736
-.06747
-.06329
-.11737

.2191
.2191
.2922

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q48

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	THE	PE	HA	PA		
	1	2	3	4		
Q48	1	3	2	1		6
						7.8
	2	6	8	7	9	30
						39.0
	3	1	2	2	1	6
						7.8
	4	5	7	7	6	25
						32.5
	5	5	2	2	1	10
						13.0
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
8.49462	12	.7454	1.403	12 OF 20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q48
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA	.05769	.00000	.10526
UNCERTAINTY COEFFICIENT	.04423	.04408	.04439
SOMERS' D	-.08345	-.08146	-.08554
ETA		.10484	.22479

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V	.19176	
CONTINGENCY COEFFICIENT	.31521	
KENDALL'S TAU B	-.08347	.1929
KENDALL'S TAU C	-.08141	.1929
PEARSON'S R	-.09780	.1987
GAMMA	-.11334	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q49

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
Q49	I	II	2I	3I	4I	
1	I	I	I	I	I	3
	I	I	I	I	I	3.9
2	I	I	I	I	I	28
	I	I	I	I	I	36.4
3	I	I	I	I	I	15
	I	I	I	I	I	19.5
4	I	I	I	I	I	25
	I	I	I	I	I	32.5
5	I	I	I	I	I	6
	I	I	I	I	I	7.8
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	15 23.4	77 100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
13.55664	12	.3299	.701	12 OF 20 (60.0%)
STATISTIC	SYMMETRIC		WITH Q49 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.13208		.12245	.14035
UNCERTAINTY COEFFICIENT	.07348		.07370	.07325
SOMERS' D	-.05613		-.05491	-.05741
ETA			.09147	.23218

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.24225	
CONTINGENCY COEFFICIENT	.38692	
KENDALL'S TAU B	-.05614	.2801
KENDALL'S TAU C	-.05487	.2801
PEARSON'S R	-.06961	.2737
GAMMA	-.07531	

06 JAN 85

ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q50

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	1	2	3	4	5	
Q50	1	2	3	7	4	16
	1	1	1	1	1	20.8
	2	3	7	6	7	23
	1	1	1	1	1	29.9
	3	3	3	4	5	15
	1	1	1	1	1	19.5
	4	11	5	3	2	21
	1	1	1	1	1	27.3
	5	1	1	1	1	2
	1	1	1	1	1	2.6
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E.F.

CELLS WITH E.F. < 5

16.99241

12

.1499

.468

13 OF

20 (65.0%)

STATISTIC

SYMMETRIC

WITH Q50
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.19018

.07938

.16667

.07747

.19298

.08138

SDMERS' D

-.28392

-.28488

-.28257

ETA

.38975

.40320

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.27122

CONTINGENCY COEFFICIENT

.42519

KENDALL'S TAU B

-.28392

.0014

KENDALL'S TAU C

-.28470

.0014

PEARSON'S R

-.35102

.0009

GAMMA

-.36910

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q51

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	THE	PE	HA	PA		
Q51		11	21	31	41	
1	1	1	1	1	1	1.3
2	5	1	2	1	1	8
3	1	1	1	5	1	6
4	10	8	13	7	1	38
5	5	9	4	6	1	24
						31.2
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77	100.0

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

26.07924

12

.0105

.234

12 OF

20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q51
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA

.14583

.02564

.22807

UNCERTAINTY COEFFICIENT

.13059

.14053

.12197

SOMERS' D

.00194

.00180

.00210

ETA

.22634

.39178

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.33600

CONTINGENCY COEFFICIENT

.50299

KENDALL'S TAU B

.00194

.4921

KENDALL'S TAU C

.00180

.4921

PEARSON'S R

.05435

.3193

GAMMA

.00274

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q52

CROSS TABULATION OF
BY SCHOOLS

PAGE

COUNT	SCHOOLS					ROW TOTAL
	HE	PE	HA	PA		
Q52		11	21	31	41	
1	1	1	1	1	1	2
						2.6
2	8	5	7	6	1	26
						33.8
3	4	5	4	2	1	15
						19.5
4	5	6	7	7	1	25
						32.5
5	2	3	1	3	1	9
						11.7
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE D.F. SIGNIFICANCE MIN E.F. CELLS WITH E.F. < 5

5.59652 12 .9350 .468 12 DF 20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q52
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA .05556 .03922 .07018
UNCERTAINTY COEFFICIENT .03086 .03074 .03098
SCHMIDT'S D .07943 .07831 .08059
ETA .18442 .14156

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V .15565
CONTINGENCY COEFFICIENT .26030
KENDALL'S TAU B .07944 .2041
KENDALL'S TAU C .07826 .2041
PEARSON'S R .09494 .2057
GAMMA .10701

05 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q53

CROSS TABULATION OF
BY SCHOOLS

PAGE

COUNT	SCHOOLS					ROW TOTAL
	HE	PE	HA	PA		
Q53	1	1	2	1	1	3
						3.9
	2	5	4	3	5	17
						22.1
	3	6	1	9	4	20
						26.0
	4	8	10	6	8	32
						41.6
	5	1	2	2	1	5
						6.5
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
14.06823	12	.2964	.701	14 OF 20 (70.0%)

STATISTIC	SYMMETRIC	WITH G53 DEPENDENT	WITH SCHOOLS DEPENDENT
-----------	-----------	-----------------------	---------------------------

LAMBDA	.10784	.06667	.14035
UNCERTAINTY COEFFICIENT	.08120	.08219	.08024
SOMERS' D	.05286	.05131	.05452
ETA		.11980	.16661

STATISTIC	VALUE	SIGNIFICANCE
-----------	-------	--------------

CRAMER'S V	.24678	
CONTINGENCY COEFFICIENT	.39304	
KENDALL'S TAU B	.05289	.2920
KENDALL'S TAU C	.05127	.2920
PEARSON'S R	.08351	.2351

Q54

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS				ROW TOTAL	
	HE	PE	HA	PA		
	1	2	3	4		
Q54	1	10	11	14	6	41
						53.2
	2	7	6	6	10	29
						37.7
	3	2			1	3
						3.9
	4	1	1		1	3
						3.9
	5		1			1
						1.3
COLUMN TOTAL	20	19	20	18	77	
	26.0	24.7	26.0	23.4	100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
12.24975	12	.4258	.234	12 OF 20 (60.0%)

STATISTIC	SYMMETRIC	WITH Q54 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.12903	.11111	.14035
UNCERTAINTY COEFFICIENT	.07374	.08731	.06382
SOMERS' D	.03933	.03465	.04545
ETA		.23837	.15185

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.23028	
CONTINGENCY COEFFICIENT	.37048	
KENDALL'S TAU B	.03959	.3470
KENDALL'S TAU C	.03463	.3470
PEARSON'S R	.00616	.4788
GAMMA	.05955	

NUMBER OF MISSING OBSERVATIONS = 0

Q55

CROSS TABULATION OF
BY SCHOOLSReverse
Scoring

COUNT	SCHOOLS					ROW TOTAL
	THE	PE	HA	PA		
	1	1	2	3	4	
Q55						
1	1	1	1	1	1	2
						2.6
2	8	4	2	3	1	17
						22.1
3	3	4	1	5	1	13
						16.9
4	7	9	14	8	1	38
						49.4
5	1	1	3	2	1	7
						9.1
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

13.79509

12

.3140

.468

16 DF

20 (80.0%)

STATISTIC

SYMMETRIC

WITH Q55
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.12500

.02564

.19298

SOMERS' D

.07112

.07360

.06861

ETA

.20527

.19442

.21741

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

CONTINGENCY COEFFICIENT

.24437

.38979

KENDALL'S TAU B

.20560

.0171

KENDALL'S TAU C

.19430

.0171

PEARSON'S R

.26036

.0111

GAMMA

.28421

NUMBER OF MISSING OBSERVATIONS =

0

06 JAN 86

ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

Q56

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
Q56	1	2	1	1	2	6
	1	1	1	1	1	7.8
	2	6	7	13	11	37
	1	1	1	1	1	48.1
	3	3	2	3	4	12
	1	1	1	1	1	15.6
	4	4	6	3	1	14
	1	1	1	1	1	18.2
	5	5	3	1	1	8
	1	1	1	1	1	10.4
COLUMN TOTAL		20 26.0	19 24.7	20 26.0	16 23.4	77 100.0

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

17.44484

12

.1336

1.403

16 OF

20 (80.0%)

STATISTIC

SYMMETRIC

WITH Q56
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

.10309

.00000

.17544

UNCERTAINTY COEFFICIENT

.09598

.09598

.09600

SOMERS' D

-.27604

-.26598

-.28589

ETA

.37872

.40911

STATISTIC

I VALUE

SIGNIFICANCE

CRAMER'S V

.27481

CONTINGENCY COEFFICIENT

.42978

KENDALL'S TAU B

-.27624

.0020

KENDALL'S TAU C

-.26581

.0020

PEARSON'S R

-.35588

.0007

GAMMA

-.37476

NUMBER OF MISSING OBSERVATIONS = 0

G57

CROSSTABULATION OF
BY SCHOOLS

COUNT	SCHOOLS				ROW TOTAL
	IHE	PE	HA	PA	
	1	1	2	3	4
G57	1	3	1	3	1
	1	1	1	1	1
	2	11	6	9	12
	1	1	1	1	1
	3	4	3	1	3
	1	1	1	1	1
	4	2	9	6	2
	1	1	1	1	1
	5	1	1	1	1
	1	1	1	1	1
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	12 23.4	77 100.0

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
17.02672	12	.1496	.468	16 OF 20 (80.0%)

STATISTIC	SYMMETRIC	WITH G57 DEPENDENT	WITH SCHOOLS DEPENDENT
-----------	-----------	-----------------------	---------------------------

LAMBDA	.12500	.07692	.15789
UNCERTAINTY COEFFICIENT	.09395	.09972	.09247
SOMERS' D	-.01906	-.01800	-.02025
ETA		.38385	.11058

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.27149	
CONTINGENCY COEFFICIENT	.42554	
KENDALL'S TAU B	-.01909	.4222
KENDALL'S TAU C	-.01799	.4222
PEARSON'S R	-.02763	.4057
GAMMA	-.02642	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 85

ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q58

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS				ROW TOTAL
	HE	PE	HA	PA	
	1	2	3	4	
1	1	1	1	1	5
	1	1	1	1	6.5
2	1	10	12	9	40
	1	1	1	1	51.9
3	1	6	4	7	23
	1	1	1	1	29.9
4	1	2	1	3	8
	1	1	1	1	10.4
5	1	1	1	1	1
	1	1	1	1	1.3
COLUMN TOTAL	20	19	20	18	77
	26.0	24.7	26.0	23.4	100.0

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E.F.

CELLS WITH E.F. < 5

7.63796

12

.8090

.234

12 OF

20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q58
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

.05319

.00000

.08772

UNCERTAINTY COEFFICIENT

.04291

.04665

.03958

SOMERS' D

.14030

.12871

.15418

ETA

.23596

.23073

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.18243

CONTINGENCY COEFFICIENT

.30130

KENDALL'S TAU B

.14087

.0766

KENDALL'S TAU C

.12863

.0766

PEARSON'S R

.18192

.0566

GAMMA

.20458

NUMBER OF MISSING OBSERVATIONS =

0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q59

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS				ROW TOTAL
	IHE	PE	HA	PA	
Q59	1	11	21	31	41
	2	3	5	6	4
	3	3	1	1	2
	4	9	8	12	12
	5	5	5	1	1
COLUMN TOTAL		20	19	20	18
		26.0	24.7	26.0	23.4
					77
					100.0

CHI-SQUARE D. F. SIGNIFICANCE MIN E. F. CELLS WITH E. F. < 5

11.36854 9 .2513 1.636 12 OF 16 (75.0%)

STATISTIC	SYMMETRIC	WITH Q59 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.06452	.00000	.10526
UNCERTAINTY COEFFICIENT	.06764	.07600	.06426
SOMERS' D	-.14687	-.13546	-.16036
ETA		.16749	.31921

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.22184	
CONTINGENCY COEFFICIENT	.35858	
KENDALL'S TAU B	-.14739	.0665
KENDALL'S TAU C	-.13538	.0665
PEARSON'S R	-.15261	.0925
GAMMA	-.21093	

NUMBER OF MISSING OBSERVATIONS = 0

----- C R O S S T A B U L A T I O N O F -----
Q60 BY SCHOOLS -----

COUNT	SCHOOLS				ROW TOTAL
	HE	PE	HA	PA	
	1	11	21	31	41
Q60	1	2	3	2	7
	1	1	1	1	9.1
	2	9	2	13	11
	1	1	1	1	35
	1	1	1	1	45.5
	3	3	6	3	4
	1	1	1	1	16
	1	1	1	1	20.8
	4	5	7	2	3
	1	1	1	1	17
	1	1	1	1	22.1
	5	1	1	1	2
	1	1	1	1	2.6
COLUMN TOTAL	20	19	20	18	77
	26.0	24.7	26.0	23.4	100.0

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
17.95491	12	.1299	.468	16 OF 20 (80.0%)

STATISTIC	SYMMETRIC	WITH Q60 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.15152	.11905	.17544
UNCERTAINTY COEFFICIENT	.10413	.10625	.10210
SOMERS' D	-.10573	-.10171	-.11008
ETA		.28849	.28096

STATISTIC	I VALUE	SIGNIFICANCE
CRAMER'S V	.27567	
CONTINGENCY COEFFICIENT	.43088	
KENDALL'S TAU B	-.10581	.1370
KENDALL'S TAU C	-.10165	.1370
PEARSON'S R	-.13839	.1150
GAMMA	-.14250	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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Q61

CROSSTABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
Q61	1	1	2	3	4	
1	1	1	1	1	1	1
	1	1	1	1	1	1.3
2	1	1	2	6	3	12
	1	1	1	1	1	15.6
3	1	1	1	1	1	4
	1	1	1	1	1	5.2
4	14	10	10	12	1	46
	1	1	1	1	1	59.7
5	4	5	3	2	1	14
	1	1	1	1	1	18.2
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
9.79933	12	.6335	.234	15 OF 20 (80.0%)

STATISTIC

SYMMETRIC

WITH Q61
DEPENDENT

WITH SCHOOLS
DEPENDENT

LAMBDA	.07955	.00000	.12281
UNCERTAINTY COEFFICIENT	.04949	.05542	.04471
SOMERS' D	-.13266	-.11791	-.15162
ETA		.21058	.19424

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V	.20597	
CONTINGENCY COEFFICIENT	.33601	
KENDALL'S TAU B	-.13371	.0879
KENDALL'S TAU C	-.11784	.0879
PEARSON'S R	-.15851	.0842
GAMMA	-.20000	

NUMBER OF MISSING OBSERVATIONS = 0

06 JAN 86 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

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G62

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	THE	PE	HA	PA		
	1	2	3	4		
1	1	3	1	2	1	7
	1	1	1	1	1	9.1
2	1	6	1	4	1	31
	1	1	1	1	1	40.3
3	1	4	1	3	1	15
	1	1	1	1	1	19.5
4	1	3	1	8	1	17
	1	1	1	1	1	22.1
5	1	4	1	2	1	7
	1	1	1	1	1	9.1
COLUMN TOTAL	20	19	20	18	77	
	25.0	24.7	26.0	23.4	100.0	

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
18.94680	12	.0598	1.636	16 DF 20 (80.0%)

STATISTIC	SYMMETRIC	WITH G62 DEPENDENT	WITH SCHOOLS DEPENDENT
-----------	-----------	-----------------------	---------------------------

LAMBDA	.14563	.08696	.19298
UNCERTAINTY COEFFICIENT	.10109	.07869	.10361
SOMERS' D	-.22091	-.21872	-.22314
ETA		.35690	.31495

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.28639	
CONTINGENCY COEFFICIENT	.44438	
KENDALL'S TAU B	-.22092	.0103
KENDALL'S TAU C	-.21859	.0103
PEARSON'S R	-.25905	.0114
GAMMA	-.29102	

NUMBER OF MISSING OBSERVATIONS =

Q63

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
Q63	1	1	1	1	1	3
	1	1	1	1	1	3.9
2	8	9	17	12		46
	1	1	1	1	1	59.7
3	1	1		3		5X
	1	1	1	1	1	6.5
4	6	5	2	2		15
	1	1	1	1	1	19.5
5	5	3				8
	1	1	1	1	1	10.4
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	15 23.4	77 100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
21.16494	12	.0480	.701	16 OF 20 (80.0%)
STATISTIC	SYMMETRIC		WITH G63 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.13636		.00000	.21053
UNCERTAINTY COEFFICIENT	.12787		.13993	.11774
SOMERS' D	-.51450		-.28083	-.35759
ETA			.44798	.43451

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.30269	
CONTINGENCY COEFFICIENT	.46433	
KENDALL'S TAU B	-.31689	.0006
KENDALL'S TAU C	-.29065	.0006
PEARSON'S R	-.40311	.0001
GAMMA	-.46222	

NUMBER OF MISSING OBSERVATIONS = 0

Q64

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS				ROW TOTAL
	THE	PE	HA	PA	
Q64		11	21	31	41
	1	7	1	6	5
					19
					24.7
	2	11	14	13	11
					49
					63.6
3			2		1
					3
3.9					
4	1	1	2		1
					4
5.2					
5	1			1	
					2
2.6					
COLUMN TOTAL	20	19	20	18	77
	26.0	24.7	26.0	23.4	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
12.38938	12	.4149	.468	16 OF 20 (80.0%)
STATISTIC	SYMMETRIC		WITH Q64 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA	.07059		.00000	.10526
UNCERTAINTY COEFFICIENT	.08724		.10358	.07536
SOMERS' D	-.02532		-.02160	-.03059
ETA			.19340	.08997

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.23159	
CONTINGENCY COEFFICIENT	.37229	
KENDALL'S TAU B	-.02571	.3988
KENDALL'S TAU C	-.02159	.3988
PEARSON'S R	-.05571	.3152
GAMMA	-.04027	

NUMBER OF MISSING OBSERVATIONS = 0

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Q65

CROSS TABULATION OF
BY SCHOOLS

COUNT SCHOOLS

		THE	PE	HA	PA	ROW TOTAL
Q65		11	21	31	41	
	1	1	1	1	1	2
		1	1	1	1	2.6
	2	5	9	6	7	27
		5	9	6	7	35.1
	3	3	2	2	2	9
		3	2	2	2	11.7
	4	9	8	10	8	35
		9	8	10	8	45.5
	5	2	1	1	1	4
		2	1	1	1	5.2
	COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

5.75763

12

.9278

.468

12 OF

20 (60.0%)

STATISTIC

SYMMETRIC

WITH Q65
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.04061

.03630

-.01683

.02381

.03867

-.01575

.12347

.08772

.03420

-.01807

.10298

SOMERS' D

ETA

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

CONTINGENCY COEFFICIENT

.15788

.26377

KENDALL'S TAU B

KENDALL'S TAU C

PEARSON'S R

GAMMA

-.01687

-.01574

-.01800

-.02399

.4318

.4318

.4383

NUMBER OF MISSING OBSERVATIONS =

0

G66

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
G66		11	21	31	41	
	1	1	1	1	1	1
		1	1	1	1	1.3
	2	7	9	13	8	37
		1	1	1	1	48.1
3	3	1	4	4	5	16
		1	1	1	1	20.8
4	10	1	5	3	4	22
		1	1	1	1	28.5
5		1	1	1	1	1
		1	1	1	1	1.3
COLUMN TOTAL		20 26.0	19 24.7	20 26.0	18 23.4	77 100.0

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

13.82923

12

.3117

.234

12 OF

20 (60.0%)

STATISTIC

SYMMETRIC

WITH G66
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

UNCERTAINTY COEFFICIENT

.13402

.07500

.17544

SOMERS' D

.06587

.07263

.06026

ETA

.18640

.17327

.20168

.27193

.28735

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.24468

CONTINGENCY COEFFICIENT

.39020

KENDALL'S TAU B

.15693

.0291

KENDALL'S TAU C

.17316

.0291

PEARSON'S R

.23033

.0219

GAMMA

.26424

NUMBER OF MISSING OBSERVATIONS =

0

Q67

CRUSTABULATION OF
BY SCHOOLS

		SCHOOLS								
COUNT		HE	PE	HA	PA				ROW TOTAL	
		1	11	21	31	41				
057		1								
	1	1	1	1	1	1	1	1	3	
		1	1	1	1	1	1	1	3.9	
		1								
	2	11	14	10	10	10	10	10	45	
		11	14	10	10	10	10	10	58.4	
		1								
	3	4	2	6	4	4	4	4	16	
		4	2	6	4	4	4	4	20.8	
		1								
	4	5	2	3	3	3	3	3	13	
		5	2	3	3	3	3	3	16.9	
COLUMN TOTAL		20	19	20	18	20	18	20	77	
		26.0	24.7	26.0	23.4	26.0	23.4	26.0	100.0	

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5
5.20672	9	.8159	.701	12 OF 16 (75.0%)
STATISTIC		SYMMETRIC	WITH Q67 DEPENDENT	WITH SCHOOLS DEPENDENT
LAMBDA		.06742	.00000	.10526
UNCERTAINTY COEFFICIENT		.03176	.03650	.02811
SOMERS' D		-.02729	-.02430	-.03112
ETA			.19318	.13254

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.15013	
CONTINGENCY COEFFICIENT	.25167	
KENDALL'S TAU B	-.02750	.3908
KENDALL'S TAU C	-.03429	.3908
PEARSON'S R	-.04631	.3446
GAMMA	-.04116	

NUMBER OF MISSING OBSERVATIONS = 0

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Q68

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	I HE	PE	HA	PA	4I	
Q68	I	II	2I	3I	4I	
1	I	I	I	I	I	20
	I	I	I	I	I	26.0
2	I	I	I	I	I	36
	I	I	I	I	I	46.8
3	I	I	I	I	I	9
	I	I	I	I	I	11.7
4	I	I	I	I	I	10
	I	I	I	I	I	13.0
5	I	I	I	I	I	2
	I	I	I	I	I	2.6
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE

D. F.

SIGNIFICANCE

MIN E. F.

CELLS WITH E. F. < 5

17.23707

12

.1409

.468

14 OF

20 (70.0%)

STATISTIC

SYMMETRIC

WITH Q68
DEPENDENTWITH SCHOOLS
DEPENDENTLAMBDA
UNCERTAINTY COEFFICIENT
SCHMERS' D
ETA.11224
.10326
-.06453.02439
.10596
-.05166
-.25178.17544
.10069
-.06769
-.23442

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V
CONTINGENCY COEFFICIENT
KENDALL'S TAU B
KENDALL'S TAU C
PEARSON'S R
GAMMA.27317
.42768
-.06460
-.06162
-.05604
-.08856.2525
.2525
.3141

NUMBER OF MISSING OBSERVATIONS = 0

Q69

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS					ROW TOTAL
	IHE	PE	HA	PA		
	I	II	2I	3I	4I	
Q69						
1	6	7	10	8		31
						40.3
2	10	9	10	9		38
						49.4
3	1	1				2
						2.6
4	3	2		1		6
						7.6
COLUMN TOTAL	20 26.0	19 24.7	20 26.0	18 23.4	77 100.0	

CHI-SQUARE

D.F.

SIGNIFICANCE

MIN E.F.

CELLS WITH E.F. < 5

6.28875

9

.7107

.468

8 OF

16 (50.0%)

STATISTIC

SYMMETRIC

WITH Q69
DEPENDENTWITH SCHOOLS
DEPENDENT

LAMBDA

.04167

.00000

.07018

UNCERTAINTY COEFFICIENT

.04526

.05371

.03710

SOMERS' D

-.16297

-.14536

-.18542

ETA

.25665

.23521

STATISTIC

VALUE

SIGNIFICANCE

CRAMER'S V

.16500

CONTINGENCY COEFFICIENT

.27478

KENDALL'S TAU B

-.16417

.0515

KENDALL'S TAU C

-.14527

.0515

PEARSON'S R

.21145

.0324

GAMMA

.24500

NUMBER OF MISSING OBSERVATIONS = 0

Q70

CROSS TABULATION OF
BY SCHOOLS

COUNT	SCHOOLS				ROW TOTAL
	HE	PE	HA	PA	
	1	2	3	4	
Q70	1	5	2	4	12
	1	1	1	1	15.6
2	7	9	13	7	36
	1	1	1	1	46.8
3	5	1	2	3	10
	1	1	1	1	13.0
4	7	5	3	4	19
	1	1	1	1	24.7
COLUMN TOTAL	20	19	20	15	77
	26.0	24.7	26.0	23.4	100.0

CHI-SQUARE	D. F.	SIGNIFICANCE	MIN E. F.	CELLS WITH E. F. < 5	
12.70807	9	.1763	2.338	12 OF	16 (75.0%)
STATISTIC	SYMMETRIC		WITH Q70 DEPENDENT	WITH SCHOOLS DEPENDENT	
LAMBDA	.10204		.00000	.17544	
UNCERTAINTY COEFFICIENT	.07334		.07713	.06990	
BOMERS' D	-.14023		-.13366	-.14747	
ETA			.25328	.17067	

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.23455	
CONTINGENCY COEFFICIENT	.37638	
KENDALL'S TAU B	.14040	.0743
KENDALL'S TAU C	.13358	.0743
PEARSON'S R	.16875	.0711
GAMMA	.19323	

NUMBER OF MISSING OBSERVATIONS = 0

NUMBER OF VALID OBSERVATIONS (LISTWISE) = 77.00

VARIABLE CATEGA

MEAN	32.208	S. E. MEAN	.445	STD DEV	3.901
VARIANCE	15.219	KURTOSIS	-.056	S. E. KURT	1.977
SKEWNESS	-.297	S. E. SKEW	.274	RANGE	18.000
MINIMUM	23.000	MAXIMUM	41.000	SUM	2480.000

VALID OBSERVATIONS - 77 MISSING OBSERVATIONS - 0

VARIABLE CATEGB

MEAN	24.455	S. E. MEAN	.377	STD DEV	3.307
VARIANCE	10.935	KURTOSIS	.071	S. E. KURT	1.977
SKEWNESS	.396	S. E. SKEW	.274	RANGE	15.000
MINIMUM	18.000	MAXIMUM	33.000	SUM	1883.000

VALID OBSERVATIONS - 77 MISSING OBSERVATIONS - 0

VARIABLE CATEGC

MEAN	22.675	S. E. MEAN	.393	STD DEV	3.447
VARIANCE	11.880	KURTOSIS	.050	S. E. KURT	1.977
SKEWNESS	-.062	S. E. SKEW	.274	RANGE	18.000
MINIMUM	13.000	MAXIMUM	31.000	SUM	1746.000

VALID OBSERVATIONS - 77 MISSING OBSERVATIONS - 0

VARIABLE CATEGD

MEAN	18.506	S. E. MEAN	.341	STD DEV	2.990
VARIANCE	8.937	KURTOSIS	2.046	S. E. KURT	1.977
SKEWNESS	-.723	S. E. SKEW	.274	RANGE	17.000
MINIMUM	7.000	MAXIMUM	24.000	SUM	1425.000

VALID OBSERVATIONS - 77 MISSING OBSERVATIONS - 0

NUMBER OF VALID OBSERVATIONS (LISTWISE) = 77.00

VARIABLE CATEG

MEAN	15.805	S. E. MEAN	.379	STD DEV	3.329
VARIANCE	11.080	KURTOSIS	-.013	S. E. KURT	1.977
SKEWNESS	.122	S. E. SKEW	.274	RANGE	16.000
MINIMUM	8.000	MAXIMUM	24.000	SUM	1217.000

VALID OBSERVATIONS - 77 MISSING OBSERVATIONS - 0

VARIABLE CATEG

MEAN	16.234	S. E. MEAN	.309	STD DEV	2.709
VARIANCE	7.339	KURTOSIS	-.144	S. E. KURT	1.977
SKEWNESS	-.116	S. E. SKEW	.274	RANGE	13.000
MINIMUM	10.000	MAXIMUM	23.000	SUM	1250.000

VALID OBSERVATIONS - 77 MISSING OBSERVATIONS - 0

VARIABLE CATEG

MEAN	17.896	S. E. MEAN	.266	STD DEV	2.332
VARIANCE	5.436	KURTOSIS	.845	S. E. KURT	1.977
SKEWNESS	.615	S. E. SKEW	.274	RANGE	12.000
MINIMUM	14.000	MAXIMUM	26.000	SUM	1378.000

VALID OBSERVATIONS - 77 MISSING OBSERVATIONS - 0

VARIABLE CATEG

MEAN	34.532	S. E. MEAN	.668	STD DEV	5.859
VARIANCE	34.331	KURTOSIS	2.165	S. E. KURT	1.977
SKEWNESS	-.354	S. E. SKEW	.274	RANGE	37.000
MINIMUM	13.000	MAXIMUM	50.000	SUM	2659.000

VALID OBSERVATIONS - 77 MISSING OBSERVATIONS - 0

20 DEC 85 ROLE DISTANCE
UNIVERSITY OF CAPE TOWN

1100/80

NUMBER OF VALID OBSERVATIONS (LISTWISE) = 77.00

VARIABLE CATEGI

MEAN 12.779
VARIANCE 6.595
SKEWNESS .156
MINIMUM 7.000

S. E. MEAN .293
KURTOSIS -.261
S. E. SKEW .274
MAXIMUM 18.000

STD DEV 2.568
S. E. KURT 1.977
RANGE 11.000
SUM 984.000

VALID OBSERVATIONS - 77

MISSING OBSERVATIONS - 0

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